CHAPTER II

METHOD:

(i) Experience Survey
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   (b) Definitions of Behavioural categories

(ii) Pilot Study

(iii) Full Scale Study
   (a) The Sample
   (b) Size and Design of the sample
   (c) Selection of the Instrument
   (d) Procedure
   (e) Definition of Items.

(iv) Analysis of data.
This is a normative study resulting in the development of a scale of the measurement of social maturity. This means that the norms of the development of social competence are the immediate object of our inquiry. The study consists of three stages, namely (i) Experience Survey (ii) Pilot Study. (iii) Full scale study.

(i) Experience Survey:

(a) Purpose of the experience Survey:

The experience survey aims at defining the basic concepts so as to spell out the stages of the development of social competence by finding out what knowledgeable people think of social development, what types of behaviour may be regarded as being indicative of social competence and how to decide upon the behavioural indices of the different stages of the development of social competence.

Since this scale is meant for practical use, mere conceptual elaboration of the concept of social development would be of no use. A compromise will have to be struck between the scientific concept of social maturity and the layman's concept of the same. 20 informants were interviewed by house to house visit and were requested to express their ideas in order to know what people think about social behaviour, social maturity and the importance of social development. This sample of 20 informants was a purposive sample selected from school teachers, college teachers, principals of colleges, writers and social workers. As a result of this
12 behavioural categories were developed which are directly related with the problem of social maturity. These behavioural categories are defined and spelled out as follows:

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<tr>
<th>Behavioural categories</th>
<th>Abbreviation used</th>
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<tbody>
<tr>
<td>(1) Self Help General</td>
<td>SHG</td>
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<tr>
<td>(2) Self Help Eating</td>
<td>SHE</td>
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<tr>
<td>(3) Self Help Dressing</td>
<td>SHD</td>
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<td>(4) Communication</td>
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<td>(5) Occupation</td>
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<td>(6) Socialization</td>
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<tr>
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<td>(12) Moral and Religious Aspect</td>
<td>MR</td>
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(b) Definitions of Behavioural Categories:

(1) Self Help General:

To proceed from extreme dependence towards independence is an important dimension of social maturity. To help the self is a way to be independent from the adults. The word "general" indicates the behaviour that helps the child in preparing the self for general independence. General help to self is a background which is necessary for
for further specific development. The achievement of such behaviour may lead the child towards the achievement of specific behaviour. This achievement is common to a wide variety of tasks.

(2) **Self Help Eating**:  
In the early years of life, another way to be independent from adults is feeding oneself. In eating behaviour the child is expected to have its food by observing cultural manners and traditions. "To eat" is a natural behaviour. But "how to eat" is social or cultural behaviour. The child progressively i.e. stage by stage, achieves this behaviour and gradually becomes "neater" and cleaner in his eating habits. As it proceeds toward maturity it requires lesser and lesser assistance from the adults. It gradually masters the complexity of eating behaviour. This type of behaviour is significant as an indicator of social maturity.

(3) **Self Help Dressing**:  
Dressing is a more or less universal activity. It is highly influenced by specific cultural and subcultural patterns. As in the case of eating so in the process of dressing also the assistance the child requires decreases with social development. At birth the child is extremely helpless. The child gradually learns to put on dress by itself. It starts from simple clothing in the sense that it requires the simplest manipulation of motor activity in dressing.
itself. With increasing age it puts on more complex clothing which requires complicated and difficult manipulation of motor activity.

Dressing includes two aspects. One is personal cleanliness and another is use of garments. Personal cleanliness, though a slower process, is a part and parcel of dressing. Personal cleanliness includes cleaning the various parts of the body by washing and drying them independently. The use of garments includes the success in dressing in socially acceptable way.

(4) **Locomotion:**

The term locomotion does not merely mean motor development of the child. It means social locomotion or social movement. This locomotive activity is done for social purpose. All types of locomotive activities are not socially significant. We are here concerned only with social locomotion. As the child expresses increasing degree of independence and responsibility in respect to his geographical horizon, it also expands its social effectiveness. The social aspect of behaviour is more important than motor aspect of the same behaviour. The handicapped children cannot keep on par with normal children in all stages of motor development and locomotion is such one.

This category includes two aspects, the expansion of geographical horizon for social purpose as well as the independence in achieving such expansion. Apparently it indicates
motor development but ultimately social development follows such motor development progressively. The progress towards independence is the matter of main consideration.

(5) **Occupation:**

Occupation is a social value. The capacity to occupy oneself in some occupation prepares the individual to some extent to contribute something to personal and social welfare. Hence the ability to engage oneself is important step in development of social competence. This ability takes shape in a number of stages some of which when considered by themselves may appear to be quite irrelevant to the activity, but seems to be much useful for the achievement of next step, e.g. concentrating on playful activity in early infancy may appear as random and purposeless activity but it is very important for the next step, i.e. in helping others at minor tasks. These stages, necessary for development, are as follows:

(a) Concentration on playful activity in infancy.
(b) Helping elders at minor tasks in early childhood.
(c) Engaging in exploratory and creative pursuits in early adolescence.
(d) Gainfully working for others in late adolescence.
(e) Continuous productive employment in the adult years.
(f) Finally, the employment or supervision of others.

These categories include both the successful activity
as well as ontogenetic stages of vocational engagements which include pre-vocational and avocational absorption. The time devoted to hobbies constitutes recreational occupation which in adult life becomes useful productivity or gainful employment.

Successful use of one's time at any age is clearly related to other aspects of social maturation since these are inevitably involved in such pursuits. In the successive stages of occupational activity selfhelp, locomotion, self-direction, communication and social participation are interwoven. Without their harmonious co-ordination the successful expansion of occupational activities would be seriously restricted.

Here we emphasise such activities as reflect personal independence, individual responsibility, social adjustment and specific usefulness or general self-sufficiency.

(6) Communication:

Social participation implies facility of social interaction and communication. Use of language is the principal medium for such social interaction. Hence effective communication is an essential aspect of social maturation. For our modern social living, our early life experiences are expected to acquire various means for the interchange of ideas progressively through conversation, reading, writing, pictures, graphs, formulas and so on. Social competence is
directly related to the facility of using means of communication. Quite a large part of human activities is conducted through verbal, pictorial and symbolic exchange.

Remote and recorded communication as well as the immediate and temporary inter-action increases the range of social competence. Extended use of modern mechanical means of communication such as printing, telephone, telegraph, movies, radio etc. definitely influence social competence by increasing both the extent and variety. These products of modern civilization have not been woven into the warp and woof of Indian culture so as to be regarded as a part of social maturation. The illiterate person is definitely handicapped in the social expression of his capacities. It is obvious that the deaf are handicapped by vocal communication and they are backward in almost all respects. Link of communication leads towards adequate socialization (Doll 1950).

We are here concerned not with the expansion of the vocabulary or the richness of language or artistic use of language: but only with the social use of language or other means of communication and the degree to which it influences more complex forms of social adaptation.
This category requires the distinction between social competence and linguistic competence. The individual who is competent in one language or one means of communication may not be that much competent in other languages or other means of communication. The competence in communication as in other aspects of social maturity depends heavily upon the social milieu. The individual's ability or inability for assimilating the modes of competence pertaining to various environments may not be ignored. Two equally mature individuals in communication in two different languages may be competent in their own language, but incompetent in each other's language. Richness of language is not social competence but the futility in using language is social competence.

(7) **Self direction**

Like the concept of social competence, this concept includes personal independence and increasing sense of individual responsibility. The principal component of self-sufficiency is self-direction. It is present to a greater or lesser degree at the core of all items of the scale and corresponds in principle to Spearman's "G" factor in general intelligence. Some behaviours so specifically reveal this factor as to warrant a special category of self-direction items.

The aspect of self direction is emphasized throughout the scale, it is reflected in other categories also. In earlier stages of development self-direction is reflected in self-
help category. With different contents: it again appears as the category of locomotion. But in this special category the items are more specific in this respect. At later stages of development self-direction becomes more complex and specific, so that it requires special consideration.

The period of adolescence is specially characterized by the desire for social freedom in personal conduct. This expresses itself in a gradual breaking away from authority and then is followed in early adulthood by the assumption of responsibility and authority for others. Self-direction is essential to the achievement of personal as well as social maturity.

(8) Socialization:

In Indian culture according to some writers, thinkers and other persons, proper socialization means social maturity. But as we have seen, socialization has some relation with social maturity and it alone is not sufficient for explaining or describing maturity. Social maturity includes socialization. Social competence naturally involves social relationships since the expression of individual adequacy matures within social settings. The exercise of personal independence and personal responsibility must always be gauged with reference to the social group as well as to the age-level within which these performances are displayed. This way social competence is indicated by the extent to which the individual is accepted among his fellows as equal, inferior or superior to his age and
cultural -economic level. By socialization the individual achieves some qualities useful in given socio-cultural level.

In our scale this category has been elaborated in two aspects.

(a) Widening the social contacts.
   It is a major aspect of socialization.

(b) Conformity with socio-cultural norms.
   This does not mean unquestioned conformity on the part of the individual, but the tendency to conform gradually with social norms as a means of social adjustment. The healthy process of gradually achieving conformity with norms is a kind of social competence. It never means complete agreement in every thing which society suggests but it means the development of such tendency towards what society thinks. Doll (1950) agrees with many psychologists in observing that this progress of socialization takes place through stages. In the first decade of life the individual is dominated by his elders, in the second decade it requires self domination and in the adult period it dominates his juniors and perhaps his elders and contemporaries. These stages are surpassed through socialization within group life and play activity.

(9) Self awareness and self perception:

This behavioural category indicates the importance of increasing knowledge of self for successful social living as a result of adequate social development. It becomes a part
of social achievement. It may be very difficult to say at what age the child distinguishes itself from the environment. This moment may well be the beginning of self awareness. Self awareness is a necessary pre-requisite of self-perception. In this category such items are included as indicate the progress of the individual from subjective and inferential self-perception to realistic and objective self-perception. Objective perception of self is an essential achievement for social development. It requires increasing knowledge about the self at certain age level. It provides an opportunity to the individual to know about his own abilities and limitations and because of this achievement the individual can place the "self" properly within social environment.

(10) Contact with Environment:

This category includes the achievement about the knowledge of environment and its application in social life. At birth the newborn is sensitive to very few stimuli. The range of stimuli to which it becomes sensitive, gradually increases in number, variety and complexity. The environment becomes broader and broader. At certain age the child is expected to grasp certain portion of its environment. The application of such environmental objects in social achievement is given more consideration.
(11) **Emotional Expression:**

Social maturity includes development of emotional expression in a socially acceptable way. Emotional development includes all the aspects of emotion i.e. nature of stimuli, frequency of experiences, variety in experiences, complexity and duration of experiences, after effects and intensity, degree and mode of expression. While social maturity includes only the emotional experience and expression which affect the individual's social environment. The individual who develops his feelings in certain ways called socialized ways is considered as a socially mature person. Here only such items are included which show some degree of development alongwith considerable degree of control and determination over emotional experience and expression essential for adequate social adjustment and smooth relationship on the part of the individual.

This aspect develops later than other aspects. So within the age of first 10 years of life very few items indicate such achievement. Generally the development of emotions in a socialized way begins before the age of first 10 years.

(12) **Moral and Religious Aspect:**

Moral aspect of our behaviour is linked up with social welfare. From selfish attitude the individual is expected by the society to progress to an attitude of
consideration for others. This achievement is largely based upon moral development of the individual. The religious atmosphere helps and controls generally the behaviour of an individual. Religious behaviour is not directly associated with social competence, but it provides the favourable environment for moral development. Moral development helps an individual, in controlling his own behaviour in a socially desirable way. This is the significance of this category from social point of view.

The second part of the experience survey was undertaken to collect the items indicative of social competence in each of these behavioural categories. 25 informants were selected from social workers, writers, thinkers and educationalists. They were asked to indicate the behaviours that showed progressive stages of the development of social competence in each of the behavioural categories and a check-list of about 300 behavioural items was developed. Each item was defined showing its importance in the social maturity process and was also behaviourally defined to spell out the specific activities indicative of the achievement of the social competence level indicated by the item.

Elimination of Items:

These three hundred items were examined by the author and three other psychologists in conference, in order to
select the really useful items and eliminate such items as may not be indicative of social development. Following rules were used for elimination.

(1) Those items which failed to show relatively universal attribute and expressed mere representation of the cultural evidences were eliminated.

(2) Items having purely physiological aspect and without any social significance were eliminated.

(3) Items indicative of only intellectual or emotional development instead of integrative expression of social achievement were eliminated from final listing of items.

(4) Repetitions of item were avoided by eliminating repeated items.

(5) Highly ambiguous and such items as could not be clearly and conceptually defined were eliminated.

(6) Finally, the items which could not be behaviorally defined i.e. items which had no clear behavioral index were eliminated.

The data collection in full scale study was made on 185 items that remained in the check list after elimination of items as shown above.

(11) **Pilot Study**:

A sample of 40 informants who were most likely to know about children's development because of their more
contacts with the children was selected. These informants included parents, teachers, elder siblings and nurses. These are the people who are supposed to have maximum opportunities of observing children. The break-down of the sample was as indicated by Table No. 2.1

Table No. 2.1

<table>
<thead>
<tr>
<th>Parents</th>
<th>Teachers</th>
<th>Elder siblings</th>
<th>Nurses</th>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

They were interviewed to decide upon the nature of the population to be evaluated. The purpose of these interviews was to find out what types of informants would give most elaborate and adequate information on child development. The response is considered as not adequate if the respondent requires elaborate explanation and even then gives only partial answers. All the items were read out to them one by one and they were asked to reply to these items in terms of age and that too only on the basis of their experiences and not on the basis of any hearsay and imaginary or bookish information.

All parents were able to respond to the whole series of items clearly and without faulting, confusion etc. Out of the 10 teachers interviewed only five who had children
were able to respond to the whole check-list of 185 items. Those who had no children were not able to give adequate responses to all the 185 items. None of the elder siblings and nurses was able to respond adequately to all the items. The responses given by those informants who had no children covered about 50 to 70 percent of the total number of items. Elder siblings were interested in observing the behaviour but the information obtained was not adequate. Teachers were relatively more precise in their responses than parents but they were not the witnesses of pre-school achievement and home behaviour of the children. Hence it was concluded that only parents as an adequate source of information would be included in the sample of full scale study.

(iii) Full scale study:

(a) The sample

The sample consisting of 532 informants was obtained from families of Gujarati culture from both urban and rural areas. Ahmedabad City was the main source of informants for urban area and the sample for the rural area came from Ahmedabad, Surat, Baroda, Junagadh, Mehsana, Kaira and Sabarkantha Districts. The proportion of rural and urban informants was approximately 50% of each.

In order to obtain information it was decided to select only parents who had children and had reared them for more than 10 years. As already mentioned the above attempt was made to obtain factual data rather than inferential or bookish informations by instructing the informants before they were interviewed that they should give the information based upon their own observation and experience and not
on the bookish informations or hearsay.

An attempt was made to select the parents who were interested in observing the behaviour of the children. Their own interest may serve as motivation for answering the questions. Parents of both the sexes were equally included in the total sample. To avoid mechanical repetition in information as far as possible only one informant was taken from each selected family.

As the criteria were fixed for the selection of the sample and as there were practical difficulties in collecting the information through a random selection, a random selection was not resorted to in this study. The sample chosen was, therefore, purposive. Yet an attempt was made to make it as representative as possible by including informants from various strata of Gujarati culture such as from different socio-economic group and different parental educational levels.

(b) Size and Design of the sample:

The sample was quite sizable. The representative sample was taken from two major groups. And on the basis of rural area group and urban area group, an attempt was made to establish two different norms. A group of 270 informants from rural area and a group of 261 informants from urban area was interviewed.

Each of these sample groups was divided in sub-groups according to the socio-economic levels. They were like these: the lower group having an annual income of approximately Rs. 1200 or below that amount, the lower-middle class group above Rs. 1200 but below Rs. 4000, the higher middle class above Rs. 4000 but below Rs. 24000 and the higher class more than Rs. 24000 per year.
Each sub-group was further divided into small groups according to the educational level of the informants i.e. the illiterate, those who obtained primary education, secondary education and higher education. The informants who have reported no education or were not able to read and write, were included in the "illiterate group". The informants having completed primary education or who were able to read the newspapers and able to write a letter were included in the "Primary education group". The informants having completed secondary education or who were able to read novels or other books with considerable fluency were included in the "Secondary education group". The informants having college education were considered as the "Higher Education group".

In the rural group most of the informants were associated directly or indirectly with agricultural occupations. The informants from other occupations were also included in the rural group. In the urban group as far as possible informants from a variety of occupations were included.

This way the informants from entire range of socio-economic levels and from entire range of literacy were included in selection of sample.

It was decided to get 20 informants from each cell, but the required informants were not available in each cell.
Following table shows available informants in each cell.

Table No. 2 - 2

Break down of the sample according to socio-economic level, informants' education and Rural and Urban areas of residence.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>PE</th>
<th>SE</th>
<th>HE</th>
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<td></td>
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<td>U</td>
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<td>Total</td>
<td>80</td>
<td>70</td>
<td>80</td>
<td>75</td>
<td>60</td>
</tr>
</tbody>
</table>

* Figure shows available informants in each cell.

* Abbreviation used.

R= Rural  I: Illiterate
U= Urban  PE: Primary Education
L= Lower Class SE: Secondary Education
LM= Lower Middle Class HE: Higher Education
BM= Higher Middle class
H= Higher class.

The size of available sample was only 532. The available informants in each subgroup is indicated in Table 2-2 by
(c) Selections of the Instrument:

Generally for such normative studies, design of developmental methods such as longitudinal design or cross-sectional design may be employed on the basis of direct systematic observation. This study is based upon developmental and longitudinal design but the method of data collection was checklist or guided interview. The same study can be done by observation or questionnaire method on developmental design.

In systematic observation the researcher approaches and observes the subject directly in natural situation. This method provides an opportunity to get the "natural" information about behaviour. But along with this advantage some difficulties are there. This method is limited to the behaviour which is observable. Unobservable behaviour cannot be studied by this method. Apart from it, it becomes hard to observe the daily routine of the child thoroughly, throughout the day and night. Furthermore, some of the achievements may not appear in simple daily routine. It may be away from the range of mere observation of few hours. Some aspects like self awareness and self perception are not clearly observable. Some aspects of behaviour deeply inter-woven with individual's personality, cannot be found out by the observation, of few hours, few days or even after few months. It requires constant observation. For these reasons observation is not selected as a direct tool of data collection, even though the informants were given information on the basis of their own observation.
Observation, with or without developmental designs is therefore not suitable tool for data collection for present study. All the difficulties and limitations of the simple observation method are also found in the developmental studies. Cross-sectional design is not sufficient to cover the whole area of this study. For these reasons, longitudinal approach is relatively more suitable than cross-sectional approach, because it overcomes some of the limitations of observational method and because of continuous observation of the same subjects for pre-determined period of time. It provides an opportunity of continuous link of observation. But in its actual form, longitudinal approach is very time consuming one. It becomes difficult to control the subject over long time. Longitudinal is sample waning method. This approach is applicable on small sample. It is practically difficult for large sample. This method though theoretically valuable, creates a series of practical difficulties in its application.

Paper pencil questionnaire is speedy and practically very convenient tool. This method is more easily applicable for large sample. It requires accurate formation of questions. The questionnaire fill-up by the respondent himself may create the possibility of inadequate and superfluous information. There is no opportunity for establishment of rapport. It is not useful for illiterate people. The rigidity of procedure makes the response unnatural and relatively artificial.
Paper pencil questionnaire, in its original nature, therefore, was not selected as a tool of data collection.

Interview provides the opportunity of establishment of rapport, with the informant. It enables researcher to ask sub-questions, requests, and cross-questions to get adequate and reliable information and to check the consistency in collected information. It provides scope for mutual explanations and the scope for avoiding mutual misunderstanding. It allows the researcher to change the wording to suit the education and understanding level of the respondent. This flexibility of procedure in interview is a greatest advantage of the tool.

This flexibility makes the interview a far superior technique for the exploration of the areas where there is little basis for knowing either what questions should be asked or how to formulate them, or where it requires elaboration of questions. Interview is more suitable for studying the specific aspect of behaviour such as emotional or social behaviour rather than behaviour in general. So it is more suitable for the nature of present study. It provides a situation for gaining the information about such aspects of behaviour which are deeply interwoven with the personality of the individual. It enables us to study interactions and interrelatedness of responses of different kinds. It is also helpful studying manifold human personality. It is also suitable in discovering the structural and functional unity among all the aspects of behaviour as it is revealed in social development. It is applicable for both literate and illiterate people.
Many people are willing and able to co-operate in a study where they are required to do more talking. Questionnaire, where written responses are asked for, may be "boring" for them. In interview they have nothing to do than "talk". Recording is done by interviewer so it becomes a "co-operation gaining" technique.

Even though interview is a time consuming process its advantages overcome its limitations. In comparision with genetic method it is more convenient. In comparision with questionnaire, it is more reliable and in comparision with simple observation, it provides adequate information. The present study requires a tool which can be applicable over a whole range of literacy as well as all socio-economic levels and also for the rural and the urban areas. It also requires elaboration of questions as it needs to study integrated form of behaviour rather than a simple and pure aspect of behaviour. Interview is the most suitable and relevant to the nature of this study. Interview is such a technique that its success depends largely upon the way of using it. That is why the interview method was selected as an instrument of data collection.

Rapport:

An interview is a social situation because it is a requires the circular response system. It establishment of "Rapport" between the two persons i.e. interviewer and the respondent. The friendly atmosphere is helpful to some extent in establish-
establishment of rapport and smooth responses. Establishment of rapport is not merely friendship with respondents. Rapport is an attitude of confidence and trust on the part of a respondent towards the interviewer (Harriman 1947). Rapport helps in making smooth the operation and free expression on the part of the respondent and dealing of the interviewers during the interviewing procedure. Friendly relations generally help in establishing the rapport. But that is not the essential of the procedure as such. Sometimes interview is friendly but not valid and sometimes less friendly but valid. Too much friendship with the informants may lead towards the "cosy" interview (Hyman - 1951).

(D) Procedure:

The items were grouped in 12 behavioural categories which were developed and defined in an experience survey. Each category expresses a specific aspect of behaviour indicative of social maturity.

The procedure of interviewing the informant was started with light conversation in order to establish the rapport between the interviewer and the informants. While interviewing the informant, attempts were made to control the degree of friendship by keeping check over the content of general conversation. The conversation was relatively light, but it was not allowed to interfere with the question content of the interview. As the informant became free from tension and began to be expressive the light conversation was gradually replaced by the questions for actual information. Light conversation was introduced only for the purpose of establishing the rapport which
enables the informants to respond with considerable ease. It was also applied at the termination of the interview after getting adequate informations from that particular informant. An attempt was made to get the answers as far as possible in the form of a precise judgement. For this purpose the special kind of approach was employed in interview technique. The tool used was a guided-cum-structured interview of check-list type. The questions were asked in predetermined serial order. The questions were formulated and the number of questions were fixed. The list of questions were kept ready in written form and data-sheet was prearranged by preparing tables for recording the responses in terms of age. Thus though the degree of structured approach was kept very high, the instrument was not made so rigid. To maximise the advantages of the flexibility of interview technique and to enable the interviewer to ensure that the questions were fully understood by the respondent the questions were made flexible to some extent. The understanding level of the respondent and not the uniformity of the form of the questions was given more importance. The questions were open-ended type and the respondent was expected to think over his overall experience regarding the question content and give the judgement of age for that particular behaviour. Most of the respondents needed some guidance in formulating the judgements. Guidance was given to the respondent in understanding the definition and meaning of the question. The behavioural definition of each
item was used to guide the respondent. Where the respondents were not able to pinpoint the appearance of the particular competence, supplementary questions were asked to make the answers as precise as possible.

It generally happens that guided interview gradually turns into directed interview. In this study the interviewer did his best in seeing that the supplementary questions guided the informant but did not suggest the answers. Guided interview helped the researcher in creating an adequate stimulus situation to obtain the adequate responses. The use of structured interview reduced the degree of unfair use of flexibility and made the procedure simple, time saving for recording. The guided interview enabled us to utilize fully the flexibility in interviewing situation. In this study we have tried to get the maximum advantages of guided cum structured interview, eliminating all its limitations and difficulties. The informant was relatively free from unfair influence of the interviewer.

The descriptive definition of each item was orally presented first to explain the meaning of that particular item and to make the informants aware of the specific requirements of the achievement of that particular behaviour in habitual form. The informant was then asked to tell the age at which this particular behaviour along with all the requirements described in definition appeared generally. The informant was admonished not to give a response based on the achievement of one or two children he knows best, but to give the average age according to his own general experience. It was made clear in
the beginning of the interview session that the performance of this item must be habitually achieved and not accidentally or occasionally performed. The appearance of behaviour may vary from "never" to "always" and between these two extremes habitual performance lies, some were near the "always" and if not always.

The term habitual may be described as an established mode of conduct rather than a potential for acquiring such conduct and because of this the child is able to show that behaviour. The term "habitually" here means "when circumstances require" or "when it is desirable. That is to say that habitual performance is that aspect of behaviour which is interwoven with the personality of the individual.

It was essential to know the subject typically performs in daily life within the limits of repeated experience, rather than subject is required to do.

The informant was not expected to respond about the developmental pattern of any individual child, or developmental patterns in terms of slow growers or fast growers, etc. But he is expected to give the average age at which most of the children generally achieve that item.

Before actually starting item wise interview it was made explicit to the informant that he was to inform in the interview the achievement and not the causes of the failure in the interview the achievement. As the understanding level of the individual differs with age, education, occupational activity, socio-economic status and psychological
level, one type of presentation of question does not stimulate all the informants to adequate responses. Simplification and necessary elaboration was made when the informants needed it. By repeatedly ingenious and necessary elaboration was made when the informants needed it. By repeatedly asking some of the questions at the end of the series of questions, an attempt was made to ensure that the informant had understood the question properly. Where the respondent failed in replying the question or supplied ambiguous response, the particular question was reexplained to him to get the precise information.

In order to create effective stimulus situation the words were arranged in such a way as to make the question clear and understandable. As far as possible popular and familiar words were used from the "every day talk", in place of technical and literary words in formation of question for each item. The words were not given as much importance as the meaning which was intended to communicate. Yet as far as possible uniformity of diction and terms was maintained by keeping uniform wording unless in the case of necessity.

The speed of the interview i.e. the rate of asking the questions was kept moderate so as not to make the respondents bored and tired by slowness and confused by the speed of the process. It was done as far as possible in conversational speed and tone. The questions were arranged in such a way that each question represented the specific
elaboration of behaviour of the performance of the former one or it presented some more integrated and difficult manipulative behaviour than the former one.

The items representative of the same behavioural aspect were presented together. It means that items were presented categorywise. The interviewer completed one category consisting of relevant group of items before he started another category. And thus all the categories were completed.

The question content:

The question content was aimed mainly at ascertaining the "facts" regarding accomplishment of some social behaviour indicating maturational readiness for further social development. Each question presented one piece of behaviour, indicating a level of social maturity and the subquestions following the main questions presented specific elaboration of that particular behaviour. The informants were assumed to know the facts about their environment. "Reported "facts" must of course always be evaluated in terms of credibility. The rules of evidence that have developed through the centuries in judicial procedure are good source of insight into factors affecting credibility. How did the informant obtain the knowledge to form the response through direct observation, through inference or through hearsay (Hyman - 1951)? In this study the respondents were expected to know through observation. That is why those informants interested in observing child's behaviour were selected. Thus an attempt was made to collect the facts on the basis of observation rather than on inference or hearsay.
Type of Question:

The question is a stimulus situation in interviewing. Many kinds of questions can be used for such situations. One characteristic of question is the degree to which it can structure the respondent's answers. At the one extreme comes the free response question and at the other extreme comes the close-ended or fixed alternative question. Other types of questions lie somewhere in between these two extremes. (Hyman - 1951). The present study is based on fixed response questions. In responding the question the respondent is expected to consider some conditions and he is expected to answer in terms of age. Even though he is free to answer on the basis of his own observation, his degree of freedom is considerably low.

The respondents having different experiences and training gave a variety of responses. Flexibility of the interview schedule helped the investigator to elicit from the respondent's answers in the correct frame of reference. The evaluation of respondent's replies is relatively easy in highly structured interview. These types of questions are amenable to quantitative treatment. The method of measurement by frequency of occurrence is applicable if the conditions of this method are fulfilled. The present study is based upon structured interview. The responses were classified in different class interval for statistical treatment of such responses.
Some practical problems in handling the instrument:

The scientific value of interviewing as an instrument of data collection depends upon the art of employment of that instrument. Its flexibility makes the instrument difficult to handle successfully. The informants were asked to answer on the basis of their memory of observations and experiences. Sometimes they took much time in making the judgements. Secondly, the friendly atmosphere may disturb the speed and validity of interviewing procedure. It requires constant awareness on the part of interviewer because he is expected to maintain the desired direction of conversation. Sometimes it became difficult to control the informants once they started praising their children. They sometimes started to over estimate or under-estimate their children or began to complain about their children's incompetence. It was difficult to stop them in such cases. Even though they were instructed to answer the question on the basis of their general experience they began to respond on the basis of achievement of their own children. Further more it was really difficult to handle the illiterate informants because of their undeveloped vocabulary and linguistic aptitude. They required more and more elaboration of each question and ultimately the procedure became boring and too much time consuming.

An attempt was made to overcome such practical problems by keeping adequate patience and frequent checking up the informant's responses. Where-ever it was necessary interruption in
conversation was made politely and the talkative informants were guided towards the actual content of the questions. The purpose of this study was made clear to the informant wherever it was essential in order to reduce the degree of useless information.

Selection of Item:

The items represented were units of accomplishments, indicative of maturational readiness for increasing complex social behaviour.

The items were collected by unstructured interview in experience survey. The content of the question was predetermined but the phrases of the questions were not prearranged. It was not guided structured but simple interview. The detailed procedure of item selection is described in experience survey, in the beginning of this chapter.

The items were selected by experience survey, and were tested for their stimulus value in a pilot study. The detailed procedure is described in the report of pilot study.

The items were selected in such a way that they could be applicable for both the sex, for entire range of literacy, for all the socio-economic classes and for both the rural and urban residential areas. It was seen that the item must have relative universality or at least a wider range of applicability.
Definitions of items:

Each item is defined separately to avoid any misunderstanding in interpretation. It was the purpose to define each item in such a manner that it would carry only one meaning and one interpretation. It would not create any ambiguity or complexity in interviewing procedure.

Each item is first conceptually and behaviourally defined. The conceptual definition takes account of the psychological significance of the behaviour concerned, its developmental value and social implications. The behavioural definition, also called the descriptive definition, enumerates the various behavioural variations and the details of the item so that the attainment or failure can be detected in a particular case.

The behavioural definitions of items serve as guides for the application of the scale. The elaborate description of related behaviours is expected to add to the accuracy of the application of this instrument. This gives the proper guidance in scoring and administration of the scale. The serial number of the item in the rural and the urban scale is indicated in the bracket.

1. Balances Head (R. 1, U. 1)

To balance the head by itself is the beginning of independence. Before such achievement the child is completely dependent on others. It appears purely physiological behaviour but it has social significance because this capacity is the basis of many other socially significant
activities yet to develop. It is not the only important stage in motor development but also for social development.

When the S is kept in erect position it is expected to balance its head spontaneously by itself without any other support. It should be done easily and naturally without any fatigue and severe effort. Here S is also expected to erect the head by itself when it is in prone position. It should do it frequently and should maintain the position as long as about one minute. The difference between occasional performance and usual performance is significant for the purpose of scoring. The performance should be frequent and usual instead of merely isolated and occasional.

2. *"Crows", laughs.* (R.2, U.2)

This item indicates adequate maturation of vocal apparatus and muscles as a physiological basis of the communicating behaviour. S is now able to express its pleasure by gargling and discomfort by crying. This is psycho-social expression as a basis of complex and more mature communication. The mere fact of crying is not given much importance because immediately after it more developed stages of communication appear and gradual freedom from crying as a means of communication is more important than its beginning. Hence the positive means to express comfort is considered more important here.

To satisfy this item, S is expected to express its satisfaction or comfort by gargaling, cooing or laughing.
This may be the first sign of vocal expression. The expression should be distinguishable from the general behaviour. This is the basic item for communication series.

3. Recognizes own mother. (R. 3; U. 3)

The mother is the first social stimulus for the child. The child starts its social life from its mother. For few years the mother becomes the centre of child's life. To recognize the mother is the remarkable point of child's beginning of sensitivity towards social environment.

S is expected to recognize the mother or a nurse if there is no mother, does in early days of child's life or in other situation. The word "mother" is here used in very broad meaning. Anybody who is strongly associated with the child and fulfils almost all needs can be considered as mother. So the examiner should find out whether child is giving any special reaction to its mother or not. It is expected to express familiarity with mother. In many cases it stops crying when it sees mother, starts crying when she leaves. It may recognize mother by touch, sight or voice.


This behaviour is physiological in nature but has a social significance if we understand the psychological aspect implied in it. This behaviour serves as a basic achievement in all manual activities. It also expands child's horizon.
It now uses its hands in purposeful activity rather than mere random muscular movements. Now it is able to hold the objects by itself and can play with it. Now it is no more dependent on some one else to get the objects which are within arm's length.

In this item the S is expected to touch, take or grasp and retain the small objects. The manner of grasping is not an important element as the fact of grasping is. It is not expected to have judgement or selection of object. S should grasp it within arm's length. It need not extend his length or do any locomotive activity. If the object is light and handy in size the subject may grasp and hold it for few seconds. If the object is relatively heavy or unhandy in size S may merely touch and try to grasp it.

5. Rolls Over. (R. 5, U. 6)

This behaviour is also physiological in nature but it has its own social importance. The child is now not dependent on others if it wants to change the position i.e. prone to supine and vice versa.

Here S is expected to change the position by rolling over i.e. from prone condition to supine condition and vice versa without any help from adult or outside support. No assistance should be necessary. The movement in the same position or change in the direction but with the same position is not to be considered for scoring. The manner of
rolling is not an important element as the fact of rolling is. The surface where the child rolls over must be unobstructed and relatively smooth and favourable. There should not be a slope on any side making roll in that direction easy. In short the surface neither helps nor disturbs the subject in its rolling activity.

6. Reaches for familiar persons. (R. 7; U. 5)

This item indicates child's increasing social horizon. It knows few persons as familiar. Not only that but now it distinguishes between familiars and strangers. It does not reach for strangers. This different reaction indicates its increasing level of socialization. Now it can recognize independently the strangers from familiars. It is a step toward independent behaviour.

To pass the item S is expected to show some distinction in reaction between familiar persons and unfamiliar persons. It shows eagerness to reach, may reaches for them, or may give social smile.

(7) Smiles and vocalizes at own image. (R. 8; U. 7)

Beginning of self awareness probably becomes detectable by this item. The child smiles at and vocalizes at its own mirror image with a sense of identification of self. It perceives itself as separate entity from the entire surroundings.

To pass the item S is expected to concentrate at its own mirror image and tries to call it by various gestures.
It shows pleasant expression while concentrating on the image. It attempts to grasp and touch the image by trying to touch the surface of the mirror.

8. **Reaches for nearby objects**. (R. 6, U. 8)

This item reveals S's exploring behaviour and sensitivity towards the physical environment which will later progress or develop towards the sensitivity to the social environment. It also includes locomotive aspect of behaviour. It expands its environment by moving for getting the subject. It serves as the general base for many other activities in future. This way this is a social activity. It is one more step towards independence.

This item is an extension of item No. 4 i.e. Grasps objects within reach. Here S is expected to leave the original place and move towards neighbouring objects. The manner of reaching is not so important element as the fact of reaching is. Instead of getting the objects within arm's length, now it moves slightly to get the objects which are relatively far away from the child. The displacement of S stimulated by some objects which are beyond arm's length is the main topic of interest. It need not move far. Slight displacement should be considered as a fulfilment of the item for scoring purpose.
According to the theory of development the physical development proceeds from head to feet. At first, the child gets control over the muscles of the neck and then the muscle of the waist. This maturation leads to the control over the muscles essential for motor activity and the voluntary muscular control leads to needed functions of the body in interacting with either physical or social environment. To have sitting posture is one more convenience in social interaction.

This item emphasises voluntary control of sitting position. The S may raise itself from lying position or be helped by someone else to the sitting posture. The necessary activity for fulfilment of the item is that the subject remains in sitting posture for at least one minute or more.

10 Occupies self unattended. (R. 10; U. 10)

The item reflects the beginning of sense of personal responsibility. Its activity should not harm anybody and should not be destructive. This item is rather the first
observable indication of child's occupational activity and that is why IS should not be destructive or irresponsible from the early stages of the child's behaviour. This way this behaviour carries more significance from the social point of view.

To pass the item S is expected to entertain itself. This is the beginning of activity stimulated by its own interest. The child may engage the self in playing with toys or with some other object or it may get amusement from its own bodily movements. Any way it should be engaged in such little activity which is not destructive and harmful neither to the environment or to itself. It should not require an attendant to supervise it. It should continue such engagements for at least five to ten minutes. Its activity reveals some degree of responsibility at this earlier stage.


This behaviour requires muscular control over hands as well as the feet. In this way the child extends its vertical horizon and progresses one more step towards physiological and psychological independence. This behaviour will serve as a basic step for the development of standing and walking behaviour. Now S can stand with support.

To pass the item S is expected to pull itself up with some fixed, easily available support just like heavy chair or any other big piece of furniture or cupboard or fixed door. But the support should not be a person. Before pulling the self upright the S must be in sitting posture.
Then it should pull the self up with support and should assume upright, standing posture. It should retain the posture for at least a minute or more. It should do it frequently.

12. Holds bottle for drinking (R. 12, U. 12)

Grasping and holding the bottle during early life is a notable step toward independence. In the beginning of life breast feeding of the child is replaced by bottle-feeding. Mother or nurse holds the bottle and adjusts it in a proper way. But after some time the infant itself tries to hold it and tries to adjust it to the mouth.

To pass the item S is expected to hold the bottle. If it is given the nipple in the mouth it sucks the milk and adjusts it again and again as the milk reduces in quantity. The holding should be purposeful. Sometimes it may leave the nipple if it does not wish to have the milk. Generally when the child is in the lying position or in sitting posture, it should not throw the bottle frequently. S should put it or should relax the bottle, in the cradle. It should not look helpless and should not cry if the nipple comes out from the mouth; but it should readjust the nipple.

13. Drinks from cup or glass assisted (R. 13, U. 14)

This shows beginning of independence in eating behaviour. The human society expects certain pattern in fulfilling the needs and motives. Eating is relatively dominant need. Eating behaviour is also expected in culturally accepted manner. So it requires cultural training. From breast feeding through bottle feeding and spoon feeding
the child comes to this stage i.e. drinks from cup or glass assisted. All the minute stages are not included in the scale. This item reveals more factful grasping of objects in useful activity rather than mere playing with the objects.

To pass the item S is expected to drink from cup or glass, the assistance of other person. It is not expected to hold the cup or glass independently, but it should drink from cup if some one holds the cup for the child. It may hold the cup, but still it needs support from another person. It should not spill on the clothes and should drink it relatively neatly and without wasting the liquid.


Instead of random and general pleasurable vocalization in this item S is expected to show some higher expression by imitating sounds and simple words. The letter or letters generally associated with definite meanings should be used to express S's desires and attitudes. This vocalization must be spontaneous and considerably easy to pronounce. The pronunciation should not be accidental but it should purposive and frequent, may be habitual. S is generally not expected here to know the perfect meaning, but it may use it in some definite reference. Dictionary meaning is not all the time essential but emphasis is given to the practical meaning. We are not concerned with the number of sounds but emphasis should be given on the frequent use of that particular sound. Here expression is more important than the comprehension.
15. **Grasps with thumb and finger.** (R. 15, U.16)

This behaviour requires relatively precise co-ordination. Instead of using all the muscles of palm it requires some specification and economy in use of muscles. This development of finger muscle control also will help in other achievement, specially in dressing, eating, writing, and in grasping of small and minute object. In this way this item becomes socially significant.

This item emphasises the particular way of grasping rather than the mere fact of grasping. Now child grasps the object in a special manner rather than random and rough grasping. In this way it is able to grasp very minute objects. S should pick up the objects by the thumb and finger by keeping them in opposite position. Successful and frequent grasping with thumb and finger is essential for passing the item. S should do it with minimum effort and strain. The object must be of such nature that child can not grasp it without such manipulation and object must be relatively easy to reach.

16. **Moves about on floor.** (R. 16; U. 15)

This item included many other items such as grasping the objects, going to nearby objects, rolling over etc. In this item child expands its environment and make the self independent in this respect. It includes manipulation of many motor activities. This may be considered as Loco-motor activity for purposeful application.
To pass the item, the child is expected to move on the floor within certain area. The main emphasis is on purposeful locomotion and not on the manner of locomotion. The floor should not be uneven and dangerous. It may create some hazard during such movements so the child needs continuous guard or attendant. It may still not be able to hold the responsibility of its behaviour. The movement on the floor by creeping or crawling must be purposeful and motivated. It should be able to take the toys placed at some distance but beyond the arm's length. It may be getting near a person or an object such as plaything.

17. **Demands personal attention.** (R. 17; U.17)

In the early months of life the child generally shows satisfaction if it is well fed and provided other essential comforts. But after few months it demands something more than mere satisfaction of primary needs. The item shows child's social demands and active interaction with social environment.

To pass the item S is expected to show some specific attention demanding expressions even after the satisfaction of needs. It wants its attendant more and more. It indicates its desire for more social contact and situations. It cries if it is placed in a lonely room. It stops crying if it is placed in the room where other members of the family are talking or playing. It wants now to participate...
actively rather the passive recipient of attention. Now it is not satisfied by merely satisfaction of physical wants.


This behaviour is the last step of the pre-walking stages of motor development. This precedes independent walking. Now it has not to be dependent for any support. Now the child is considered as initiator of locomotive activities. Locomotion is one of the most favourable factors for special contacts and social competence.

This item requires that the child is able to stand on firm and flat surface without any kind of support. To maintain balance it should not manipulate its legs in order to control the centre of gravity, but it should stand for at least one minute or more. It does not matter if it tries continuously to maintain the posture in steady position.

19. Responds to calling its own name. (R. 19; U. 18)

To know the name of "self" seems to be the beginning of self-identification and self-perception. It shows its awareness towards its own existence as a separate and biologically independent entity. It realizes that it is a part of the common universe and it is surrounded by other (Social units) persons.

To pass the item, S is expected to know its name, it may or may not able to pronounce it, but it should
respond it when it is being called by the adults. It should be seen that it is responding to the sound as merely an auditory stimulus or it is responding to its own name. For scoring purpose it is necessary to consider that the child responds to any pronunciation or only to its own name, as specific pronunciation used to call it.

20. 

Instead of being with mother only, child is expected to play and enjoy with other associated members of family who are living with the same family group. It may not enjoy an occasional visitor of the family, but to satisfy the item it should pass at least an hour with other family members. This item indicates child's expansion of social environment as well as the increasing sense of interactions with others. The family pattern must be taken in account.

To pass the item, child is expected to show its willingness to mix with the family members other than the mother such as grand parents, elder siblings, or any other relatives who live with that family and the child is adequately familiar with these persons. Child should not cry, shout, or show any expression of unwillingness in the company of such members of the family.
21. **Does not drool** *(R. 21, U. 21)*

Drooling is generally a lack of control over salivary glands. In the beginning of life the child does not have control over salivatory glands, lips and chin. Gradually such control is achieved. Drooling is not common to all infants for longer period. They stop drooling at different ages.

To pass the item the child should not drool. It does not need frequent attention from adults only because of drooling. It should not now require the salivation bib. Should not wet the clothes and body by drooling, occasional drooling during illness, sleeping, eating or sucking should not be given discredit.

22. **Masticates food.** *(R. 22, U. 24)*

This item leads the child from liquid food to solid food through semi-solid food. The child is now relatively free from such foods and now able to take usual adult food. Now it does not require special preparation of liquid or semisolid food. To masticate the food requires control over the muscles of the mouth and lips. It also requires development of digestive system, structurally and functionally. The child now takes normal adult food.

To pass this item S is expected to eat solid food and masticate it. It retains the food in mouth, uses tongue between teeth, chews to move the food and make it soft and digestible. Instead of eating liquid or powdered food, now it takes some...
normal dishes of solid food. If the child can not take solid food during illness, in change of weather or during night, it should not be considered as discredit for scoring purpose. It should take solid food in usual course. It may take bread, toffee, candy, biscuits, chapati or any other things.

Inhibited from doing undesirable activity by "no" "no":

The child's behaviour is first completely controlled by parents through material rewards and punishment. Gradually the need of material rewards decreases and the place is taken by verbal instructions, directions and suggestions. This shift is an important aspect of social maturation. Still, the child is not able to control its own behaviour but depends upon other's suggestions. At this stage, the child is able to receive verbal instructions.

It is not expected here to know the reasons for inhibitory control over the activity. It is expected to grasp such instructions and follow it. This is the important stage for social control over the undesirable activity. It should be considered the child is inhibited through instructions or through the tone and anger or fear of that voice. The tone should be neutral, i.e. without heavy touch of any emotion. If S is trying to take valuable object for playing with it, parents may control
the child by verbal instruction.

24. Follows simple instructions. (R. 24; U.23)

This item emphasises upon the verbal or linguistic comprehension as a pre-condition to linguistic or verbal expression with the postulates that comprehension generally and logically precedes expression.

To satisfy the item S should follow simple verbal instructions. It should be noted that the child should respond the verbal, pure verbal instruction without use of gesture or any other indicative expressions or hints. S should come near on verbal request. It should point out the specific pictures when asked verbally. It should show the person by giving the name. The persons should be intimately related to it.

This item expects comprehension with or without verbal expression.

25. Walks about room unattended. (R. 25; U.26)

This includes both motor and social directions in development.

To satisfy the item S should walk instead of creeping and it should be able to walk for some feet. It should also take care of the self and should not create any hazard. It does not require continuous checking but merely casual oversight or occasional checking during its walking behaviour. It now expands
its material or physical environment.

26. **Asks to wash dirty hands** *(R. 26 ; U. 25)*

As the child begins to grasp the impressions from environment or begins to adapt to the environment, it begins to be aware of the position of body, but is still not able to make considerable changes though it is aware of the need to change it.

To ask to wash the hand is a representative item for above mentioned behaviour. Even if it is not able to clean or wash the hands, it should atleast feel that they are dirty and it should want to wash them. Then it demands for washing. The term is a relative one. It is to be understood in relation with the degree of cleanliness of S's family and neighbourhood.

27. **Expresses "yes" and "no" by moving the head** *(R.28; U.27)*

Before the child uses the language adequately for expression and communication, it uses gestures or facial expressions. To move the head in vertical direction for "yes" and to move in horizontal direction for "no" is more or less a common expression. The child learns such types of expression by imitation and then uses it purposefully.

To pass the item S is expected to express its desire by moving the head in vertical direction and denial by moving the head in horizontal direction. It should be checked that the movement of the head should not be random and purposeless but it should be purposeful and meaningful. This stage appears before the use of language.
28. Overcome simple obstacles. (R. 29; U. 28)

This behaviour is significant as the beginning of active interaction with environment. It learns to cope with the circumstances by such minute behaviour. It should not stop or postpone the required activity only because of minor obstacles. The performance of this item requires tactful co-ordination of previously learnt motor series.

This item expects the proper application of previously achieved motor activities in real life. Any kind of simple obstacles in its activity should not be restrictive to its locomotion. It should not stop at obstacle. It should overcome such obstacles and should begin or continue the activity. Suppose S wants a toy which is placed beyond its reach vertically, it uses stool or chair to extend its vertical horizon to get the toy and play with it. It may open the door by pushing it to get into another room. It may remove the curtain to see beyond the room. The obstacle must be easy to remove or surpass. This performance should not result in hazardous consequences neither for itself nor for environment. This behaviour is expected frequently and spontaneously when it is needed without any command or suggestion from adults.
29. **Drinks from cup or glass unassisted.** (R. 27; U. 31)

This item is an extension of the item "drinks from cup or glass assisted," and will be further extended in item "Gets the drink unassisted." In this item S is relatively free from the attendants in holding the cup. This way this is one more step towards independence.

To pass the item S is expected to drink from cup, glass or any other convenient vessel, without assistance in holding it; if S is provided the liquid or drink in it. S is not expected to get the drink itself. It needs to be provided. But it should drink the liquid without serious hazard or spilling on the body. The liquid should be familiar to the child just to avoid resistive impulse. The liquid should not be too cold or too hot and the cup or glass should be of moderate size so that the child can hold it without difficulty.

30. **Transfer Objects.** (R. 30; U. 30)

This item indicates the background of simple form of helping others. This behaviour indicates some sense of personal responsibility and complex manipulative motor activity in playful situation.

To pass the item S is expected to transfer objects from one place to another, filling from one place and emptying at another place, pouring the water and small scattered objects in particular pattern. The pattern may be logical but not necessarily artistic or attractive. It may arrange the random objects in some groups. Its activity must be
purposeful but not necessarily useful. because it is playful activity and not mere a task. The child should not need supervision. The activity should not be harmful to anybody. It may do this spontaneously or by suggestions.

31. Goes about the house or the yard. (R.31; U. 34)

This item emphasises the loco-motive activity as well as the developing sense of self responsibility and independency. It requires only occasional watching rather than constant watching and guidance. The degree of freedom on the part of the child increases by this item.

Instead of walking inside one room, now S is expected to move from one room to another room. This is also the expansion of child's environment. Now it need not wait for other persons for little migration from one room to another room. It can do it by itself to contact the other persons to fulfil its own needs. It also can move about the house and the garden just around the house. It is expected to understand personal responsibility during walking and moving. It also can move about the house and the garden just around the house. It is expected to understand personal responsibility during walking and moving. The child may be warned by adults against crossing certain limit and may be instructed to move within the limit. It may not be allowed to enter the kitchen or to go beyond the main gate. S should be able to follow such restrictions.
32. Marks with Pencil or Crayon. (R. 35; U. 29)

In this item the child is not merely holding the objects passively but uses it in some specific useful way. Now it is aware of the different uses of different objects. It knows that pencil is for writing. It may not be able to write, but expresses its understanding about that particular object in relation with its specific use. This item involves few motor activities as well as sense of usefulness of objects. Instead of random activity it gradually systematizes its activities by purposeful manipulation and use of objects. It does not apply the dangerous object in destructive activity. This is its increasing sense of responsibility regarding its socio-personal behaviour.

To satisfy the expectation in this item, the subject is expected to mark with pencil on the paper or by crayon. In lower or illiterate culture, the subject may pass the item by specific use of any object without creating hazardous or destructive effects on either side. The use of blocks, sketches on the land or something like that may be considered for scoring purpose. It should continue the activity for a quarter of an hour at least and should not require frequent supervision or watching.

33. Discriminate edible substances. (R. 32; U. 37)

This item makes the child free from the tendency of carrying any and every object to the mouth. This
behaviour is one more step toward independence from adults, in the development of eating behaviour. Now it is not essential to keep constant watch on it.

To satisfy the item S is expected to discriminate edible substances from nonedible substances. It is not expected to remove the covers or wrappers. But it should wait for its removal by some one else. It means it should discriminate between candy (i.e. edible) and wrappers (i.e. nonedible). It should avoid eating harmful and unfamiliar substances.

34. Is able to walk without support. (R. 33, U. 38)

This shows one further stage of independence of the adults. The child moves by itself. To extend the social horizon this is really the unavoidable behavioural development.

To fulfil this item the child has to avoid any vehicle for going out and has to start walking for considerable distance. Generally the child is carried by the adults or may be driven by autocradle, Parambulator, auto chair or any other equivalent device for going out. Instead of being dependent upon other, it should now walk for some distance under the guidance and supervision of adults. In short, it should walk itself gradually making its going out easier.
35. Uses names of familiar objects. (R.34; U.35)

This behaviour will enlarge the field of the child. Interaction becomes more smooth. The child expresses the needs clearly and effectively rather than by mere gesture or indication.

Instead of mere verbal comprehension here expression is also expected. This item is the connecting bridge between the use of unarticulate speech and articulate speech. Generally language development follows intellectual or psychological development, but here we emphasis only upon the socially useful speeches.

To satisfy the item subject is expected to use the names of familiar objects with its proper if not adequate references. Here mere using the name will not be creditable. It should use it with special reference to it. Reference is the indication of understanding of the child.

It is not expected to name the persons. It is also not expected to use of all the objects with which it is more or less familiar. Generally it may name the useful objects. This is the beginning of baby-talk. The number of words is not essential point but it should use few words in such a manner that it should be clearly useful in helping and assisting the subject.

36. Fetches or carries familiar objects. (R.36; U.33)

This item indicates S's useful occupation in its early stage. Now the child becomes active for other person.
It may bring the spoon on demand, may bring napkin on request or may bring shoes for a person prepared to go out, on anticipation.

This item expects the child to carry or to bring familiar objects on demand, request or by anticipation. The objects must be familiar to it. It may not be able to pronounce the name of that object. It may not know the name of the object, but it must know its use and must be familiar with it. Instead of useless transfer of objects now it is expected to bring the familiar objects which are useful either to it or to other persons. It may fetch the objects by itself or may transfer or carry from one person to another. (Some times with short and simple message). The responsibility of carrying the objects safely lies on the child. It should not harm the object, environment or itself. It may do this spontaneously or by suggestion or request. The object must be handy in size, light in weight, and be placed in such a way that the child can fetch it with considerable degrees of ease.

37. Can play with other children. (R. 37 ; U. 32 )

To interact with elder seems to be easier than to interact with the children of the same age in the earlier years.

To pass this item the child is expected to express its desire to play with other children. S shows successful playful activity with other children. This way the subject
engages itself in social situation. It plays with other children of its own age. The play may not be properly organised, and may not be longer than half an hour. The desire for social association with own age children is important. This desire comes to the action and the child engages itself in playful situation with others. This is the beginning of play and is known as parallel play.


In achieving independence in dressing behaviour, S starts with "Undressing" or removal of dress rather than dressing. Undressing is relatively easy than dressing itself.

To pass this item S is expected to remove the socks successfully without the help of other persons. It should be done purposefully. It should not be an accident or consequence of random movements. It should do it in routine. It may not be able to put on the socks but it must pull it off. If the shoes are simple it should be able to remove them systematically rather than by random efforts.

At lower-socio-economic level in rural families the child generally does not have socks and shoes. They can apply nicker or any similar clothes. The removal of foot-wear is also included when it is deliberate and frequent. It should not constitute serious impediment to tasks of shoe, buttons of slippers or buckles or elastic of shoes and socks. It might be knowing this but it should be checked perfectly that the activity should not be restricted. It must be allowed to do this.
The child grasps the environment gradually and increases its informative knowledge about it. It knows family along with the members and it generally observes the routine of these members. It builds up association between the individual and the things he is generally using.

The child is expected here to know that stick is used by grandfather, spectacles are used by father and saries are used by mother. It should have little understanding about the things and their uses. It knows that cap is not used by females, and saries are not used by males. It should distinguish what things are useful for children and what for adults.

40. **Removes the cover from the food.** (R. 38; U. 40)

Here S is expected to remove the cover or wrapper by itself without suggestion or any hint. If the cover is not hard and is easy to remove, the child should not seek help from other persons. Here not only the discriminative sense but positive effort for the removal of nonedible substance is also included. In the case of hard substances or covers, it may attempt and may also take little help from other person. It may take the help in removing the cover from nuts, large fruits etc.
it should remove the cover from banana, ground-nuts, toffee, etc. It may use one hand, both the hands or hands and mouth.

This item is an extension of the item "discriminates edible substance." Here it is not dependent upon others for removal of substances non-edible portion. It should know which particular portion is edible and which is not, and how to remove it.

41. Climbs upstairs unassisted. (R.40, U.44)

This item helps the child in expanding its vertical horizon. This item requires more complex motor co-ordination. It is dangerous and hazardous. The child is expected to protect the self against these dangers.

In this item successful performance requires climbing up the stair case with adequate degree of ease and without any hazard. The stair must be of adequate length. It consists of ten to twelve treads. The distance between two treads must be relatively moderate. The child may have the support of a wall or banister but not of a person. It is climbing the stair by walking and not by creeping or any other way. It may keep two steps per tread. It should not have any assistance. It should do it with its own responsibility.

42. Talks in short sentences. (R.43, U.41)

The child is expected here to talk in short sentences. It should express its needs and desires not only by
words, but with complete sentences. Its vocabulary contains not only nouns, but it contains subject-object combinations, simple phrases, verbs etc. It is not here expected to know and use all the types of sentences with complex structure, but only simple sentences. It is expected to use the sentence having the minimum requirements in its structure. Further elaboration will appear in later stages of development. This may be known as "sentence-speech".

43. Treat other infant as a 'person' rather than as an object. (R. 44 ; U. 43)

In the early life, infant treats other younger infants as an object. It will try to grasp their eyes as a shining object or it may treat it as a doll or toy. It does not have an idea that it is also a "living person" like itself and that is why it will interact it as physical object. Gradually it understands it as a living person and treats with it as a person. From its treatment with other younger children it becomes obvious whether it believes it as an object or as a person. To fulfill the item it is expected to treat as a "person". It tries to call the other child and does not try to pick the eyes or nose of the other child. It may express its understanding by verbal expression.

44. Becomes aware of approval and disapproval of adults. (R. 42 ; U. 42).

This item is indicative of the child's awareness and
sensitivity towards social environment. Gradually it will lead towards the attitude of conforming with social norms very smoothly. A too small infant is not generally aware of the reaction of parents or other adults. Gradually with the increasing sensitivity and experiences, the child distinguishes the response of the adults in terms of approval and disapproval. This item is also indicative of self-direction as it is useful in controlling the behaviour.

To pass the item S is expected to anticipate the possible response from the adults before it attempts to do anything. S should show some sensitivity towards approval or disapproval of the adults and should use this sensitivity in controlling undesirable behaviour and for strengthening the desirable behaviour.

45. Initiates own play activities. (R. 45 ; U. 45 )

The item reveals developed stage of occupational activity. The child is expected to fulfil the increasing need of sense of socio-personal responsibilities. To initiate own play activity requires increasing sense of responsibility. The expectation here is that S should play on its own initiative. This play activity is more difficult than mere engagement in random activity, requiring more skillful organization and ultimately, it becomes complex activity. It may be indicated by building with blocks, colouring the picture, looking picture itself from the books, dressing the dolls, etc. This playful activity may be started spontaneously or with the suggestion or
hint from any other person. But it should be done by its own initiative during the play. The child should not engage itself in destructive activity. The child is responsible for its own behaviour and need not require frequent checking up and immediate supervision.

46. Can play with both the parents simultaneously.

(R. 48 ; U. 47)

In early period of life, the child can interact only with the mother. It cannot shift its interaction from one person to another person very rapidly, so it can play properly with one person. Gradually it learns to shift its attention and can utilize this shifting in interacting with two or more persons. Now it can play with mother as well as with father, without any confusion and without longer inattention on either side.

To pass the item emphasis is given on the point whether the child can interact with two parents simultaneously or not. One parent should not be alone for more time. It requires quickness in shifting the attention from one parent to another. Actual social interaction requires quickness of attention. It should interact with both the parents and should consider the presence of them. The child should be able to alternate its attention between the two parents and not play only with one parent and neglect the second parent.

47. Removes dress or bush-shirt. (R. 46 ; U. 50)

This item reveals the same thing as in "Pulls"
off socks. This is the second stage in undressing. It requires more difficult manipulation. To remove the coat or bushshirt or bush-coat is more difficult than removal of socks or nicker.

This item expects that S should remove its coat or other similar clothes with little or no assistance in unfastening buttons or buckles. If the garment is relatively simple in design, S may find it easy to remove it after unfastening.


Logically, washing precedes drying of the hands, but in sequence of learning, washing follows drying. Here the child shows its independence in drying hands and feet.

To pass the item S is expected to dry its own hands without the help of other person. Instead of merely exposing them in air, or wiping them with the clothes, it should use towel, napkin or other special means for drying. It needs no checking or supervision in drying the hands and feet. It is not expected to wash hands, but after their being washed by other, it should dry them with special care. The towel or napkin may be provided to it by other person or it may be placed at such a place that S can fetch it easily.

49. Asks to go to toilet. (R. 51, U. 48)

At birth the child has no control over the bladder and the bowel. Gradually with physical maturation, it gets such control. The child learns effective expression for such needs and it develops the sense of cleanliness by expressing this desire and avoiding frequent toilet acci-
The control during night develops later than control during day time. This sense of controlling elimination has obvious social significance. It requires special training after maturational readiness. It also develops the sense of social approval for such desire and the manner of expression for it. This expression depends upon the availability of conveniences and the cultural pattern of the child's family. Special demonstration, care and training, also affect such achievement. All these factors should be considered for scoring purpose rather than for mere normative data.

To pass the item S is expected to express its need to go to toilet in such a way that its attendant should know exactly. It may use a verbal expression, learned symbol, specified hint, gesture or sign. But it should be a specific expression rather than the expression of mere restlessness and general tension. The expression should be understandable. The child should resist and retain for the period between the expression of need and the providence of a suitable situation by its attendants. The item does not include the sense of cleanliness. It also does not include complete self-care at toilet. It just emphasises upon the effective expression for such need and waiting for it. If the help for toilet is readily available, there should not be toilet accidents during day time. Occasional accidents because of severe illness of child, delay to provide the help by the attendant, change
in diet, change in weather or emotional, tension should not be considered as incompetence for scoring purpose.

50. Gets drink unassisted. ( R. 50,U 52 )

This item makes the S more independent. The child will not frequently ask for water, it will get it itself. If it wants milk it may get it by itself without any harm.

But these materials for drinking should be easily available. It should get the drink with full responsibility. It must be knowing "Forbidden prohibited drinks" and it should not take it. The nature, amount and method of having the drink must be noted with considerable details. It should not take unfamiliar drinks such as unknown medicine, poisons etc.

To pass this item, S has to get the drink by itself and drink it instead of having the drink which is offered to it by other persons. It can take any vessel with or without handle, which is relatively handy and light and convenient in drinking the liquid. It may select any kind of vessel. It is expected to get the drink in such vessel from the larger amount of it from any source. i.e. Earthen pot, bucket, big vessel, tub, tap, fountain, river, or stream. It should take it without spilling it on ground or clothes. The drink should not be too hot or cold. It should not be dangerous or harmful.
51. **Does not demand for food or milk during night.** (R.53; U.49)

During early infancy the child takes its food by many instalments because of its physiological limitations. But the increasing size of stomach allows it to take more amount during day time.

To pass the item S is expected to control the food during night. It should discontinue the habit of having milk or bread during night. It might be taking its entire food course during day time in more than one instalments. But after taking its last instalment before sleep it does not ask for milk at mid-night. It demands only on awakening next morning or early morning.

52. **Accepts mothering from elder siblings.** (R.49; U.57)

The child wishes to be treated by mother and generally it is habituated to mother’s treatment. Generally the child does not accept other person as a substitute. Gradually the child recognizes the other family members and his elder siblings. In some specific and unusual situation elder sibling treats the child. In the beginning, the child shows its negativism and resistance but after some time it accepts the mothering from its elder siblings.

This item indicates expansion in social horizon, newer social interaction and it also leads to the child’s acceptance of change in life pattern. It also makes the child free from unfair rigidity of daily life. This is an important
53. Avoids simple hazards. (R. 52, U. 54)

This item is an extension of the item No. R. 29, U. 28 (overcome simple obstacles). It includes a tactful application of whole set of motor series. It also means independence from adults in matter of guarding one's self. Success in this performance reveals the responsiveness of the child to the advice, demonstrations or instructions given by adults during this type of situation. The child should deal with a fair variety of situations provided by his physical and social environment, rather than the specific numbers in the same situation.

To pass this item the S is expected to avoid simple harmful situations. Self protection against severe hazards is not expected here but S should be able to protect the self from fire, contact of animals (such as dog) and strangers, during playing situations, edge of the land, use of sharp tools, harmful utensils, rain etc. Sometimes child may not be able to protect the self successfully, but it must be aware of the consequences of that particular situation and must try to avoid it. An attempt to protect the self is more important than the result of the attempts. Such a protective behaviour should be usual when occasion comes but without any suggestion or hint from other person.
54. Eats with Spoon. (R. 59; U. 46).

This item expresses S's freedom from dependence on attendants during eating. It also includes socially acceptable pattern of having food in that particular culture. To use a suitable tool or utensil for various types of eating substances is a sign of modern social living. Spoon is relatively more familiar and common utensil in each culture. Even in the villages of Gujarat, use of spoon for children is more or less common. In extremely backward culture, still the children are taking semi-liquid foods by using their fingers. In such cases it should be considered that S should not spill the food on the body. It should not be penalized only because it does not use the spoon. It must be taking its food by itself.

55. Puts on dress or shirt unassisted. (R. 54; U. 55)

This item leads the child towards one more step of independent behaviour. Dressing has social significance as well as social and cultural influence. This way, the achievement of independence in dressing problem is social competence.

In this item S is expected to put on dress or coat or any other type of outer garments. It is expected to adjust the sleeves and other parts of coat or dress. It may not button the dress. It may need some assistance in the case of complicated fitting and artistic adjustment. It may need some help in occasional dressing but in daily and
relatively simple dressing it should not take any assistance from adults.

56. Has a sense of placing everything at its usual place. (R. 60; U. 53)

The child is taught generally to place the thing at its correct position again. Generally it insists upon it. It will find out the mistake in placing again the things. It will now in this way develop the sense of orderliness in home. This sense of orderliness will help it in future social relations.

To pass the item S is expected to place and place again the things after using it at their correct places. It should do according to pre-decided arrangement. It insists on such organization. It expects every thing in pre-organized order. It becomes little or more sensitive towards "disorder" at home. For scoring purpose the child should habitually placing the shoes, dress, comb and such other things used in daily life at their proper places.

57. Washes hands unassisted. (R. 55; U. 62)

This item includes many motor activities as well as neatness and useful performance in daily life. S should not require any suggestion, help, supervision or reminder for it. S should do it spontaneously when S is needed. This item preceeds washing of face.
Expectation for this item is to wash the hands or feet without any aid provided by other persons. S should wash the hands with soap or any other cleanser and water. S also dries it with special towel placed for it. It should place the soap from where it has taken. It should not spoil soap and should not spill water on clothes, body or ground. It should perform the task neatly. It should not require follow-up afterwards or any supervision during the performance. Water supply and soap should be arranged in such a way that it can take it easily. The difficulty value of the item may slightly vary with the various arrangements of water and tools used for it.

58. Walks downstairs one step per tread. (R. 56; U.56)

To walk downstairs is more hazardous, dangerous and difficult, than to walk upstairs. It requires relatively more time for successful performance.

To pass the item S is expected to walk downstairs from the upper floor or from first floor. It should not require any support from an adult. It may take support from wall or banister. It is also expected to walk keeping one step per tread instead of keeping two steps per tread.

59. Shares the toys with other children for playing. (R. 57; U.60)

To share with others is an important expectation here. S should not deny any request or suggestion. It must be told that it has to share the toys for time being in
playing. It may not give the toys to bring at home or to possess it. It may hesitate or may try to find out excuses for sharing but with little request or explanation it should give them. Full credit must be given if it gives spontaneously.

To pass this item S is expected to share the toys willingly and spontaneously with the other children who are the visitor of its family.

60. Asks questions about the arrival of the *New baby* in its family. (N. 62; U. 59)

It is the general experience that children at some age level ask about the new *newborn* baby in their family. From where she came and why she came? Who brought her? Whether she is going to stay with them or will return. If it is given the answer that she came from hospital, it may express its desire to bring one more baby for itself. These questions are the real indicator of child's awareness and interest in other persons. It likes to know about them. This also shows child's inquisitiveness about the "origin of baby".

To pass the item S is expected to show its eagerness in such direction. The form of the question may be different than the form of our examples. The child may or may not be satisfied with these answers. But its attempt to understand the environmental aspects is an important achievement. It should not be unaware of the arrival of
new individual in the family. Family response to such questions must be taken in consideration for scoring purpose.

61. Can play co-operative games. (R. 61; U.61)

This item is, beginning of active social participation in co-operative social activities.

To pass the item the S is expected to play in group by co-operation as team play. Instead of individual, independent and parallel play within the group, now S is expected to play within the group with active participation by giving co-operation to other members of the group. They should participate the play successfully and should co-operate the members in continuing the game. The game must be relatively organized just as circular game, folk game, imaginative play etc. But the mutual reciprocal action must be involved in it.

62. Knows that a boy or a girl. (R. 58; U. 64)

In earlier life child becomes conscious about the self existence as a separate biological unit. Gradually it becomes aware of the social references about itself. To be aware of its own sex is one of the bio-social importance about each individual. It is an important step in developing its self-perception and later on in its socialization, self direction and role playing.
The child is expected here to know that itself is a "boy" or a "girl". It may not say it separately. It may not use these words but it should identify itself with its own sex. It may be having distinguishingly, for example little girl may say that I would like to have a sari or lipstick or boy may try to imitate his father's shaving or dressing activity. To pass the item S is expected to show such evidences from which its understanding about this achievement becomes obvious.

63. Relates experiences. (R. 66; U. 63)

The talk involves sequential ideation and relevant details. It indicates the continuity of thoughts. It now uses adjectives, pronouns etc. The structure of the speech is not important but the effective expression of thoughts is given special emphasis.

Instead of using isolated, independent sentences, now S is expected to arrange the sentence in logical order and to talk by paragraph. Now, it not only expresses the demands but relates thoughts of one sentence with another sentence and describes its experience. Now it speaks for social contacts instead of mere expression of demands and assistance. Now it is really able to talk with elders. This may be known as "paragraph speeches". It can now continue conversation and know how to answer the questions. Now it needs not prompting.

64. Tells and knows its own age. (R. 65; U. 65)

This item indicates the awareness of self. S is expected here to know its own age. If it is asked it should tell its correct or at least approximate age. It is expected to
tell the age in terms of mere years and not in months. It is also not expected to tell whether it is "completed" or "running" year. It should be checked that S is not telling the age by mere verbal imitation. Yet the deep understanding of age and year is also not necessary here. Mere knowing and telling of age is important, no more "Understanding" about the age. It should be considered as one of the aspects of self perception.

65. (Uses: pronouns in proper reference. (R.67; U.58))

The use of pronouns in proper reference requires child's increasing sense and sensitivity towards social environment. It indicates child's self perception within the social frame of reference. Thus it is not merely linguistic achievement but it includes the social achievement.

In order to place the self properly with other person, it requires proper use of pronouns. In beginning of the communication, child makes some mistakes in using you, they, he, she, I, we, etc. To pass the item S is expected to use "I" only when it talks about itself, to use "We" only when it talks about the persons in its "in group" concept. It also includes use of they and those. In short, the use of first person pronoun, second person pronoun and third person pronoun must be done with adequate accuracy in its daily talk.

66. Buttons coat or dress. (R.64; U.69)

To button or fasten the dress requires organized manipulation and co-ordination. It requires sharp grasping.
It also requires sense of adjustment of clothes on the body.

This item emphasises upon the typing or buttoning the dress. After adjusting the garments it requires to fix it with buttons or fixers. This is one more difficult achievement in dressing. It requires difficult manipulation. It is not included here to fasten very complicated buckles or hooks or tie fasteners. The dress must be relatively simple and easy to fasten it. To pass the item S should not require readjustment in dress.

67. Goes about neighbourhood unattended. (R.63, U.73)

This item extends child's geographical as well as social environment. Locomotive activity alone is not sufficient, but it includes social responsibility. The child now interacts with some more persons other than its own family. Now it initiates its social interaction without the help of other attendants. The persons in neighbourhood may be familiar with it. The way to reach the neighbour must be relatively straight, without difficulty and without dangerous crossings. It must be relatively far from its own house but not too far. The different house pattern must be considered. In the case of lonely houses the item may not be applicable. But in such cases the residence of servants, helpers or gardeners may serve the purpose of such social locomotion.

To pass the item the subject is expected to visit its immediate neighbourhood, without any attendant. The subject must be warned to go beyond the suggested deadline or
restricted areas. It should move within the permitted area so that the elders can know its whereabouts. It is now moving there with the adequate sense of responsibility. Now it is responsible for its own movements. It moves beyond its own premises. It is allowed to leave its own compound and visit the neighbours alone. S does not require now the frequent checking or watching. This should not be random or aimless wandering but moving about within the limit permitted by parents.

68. Performs for others' pleasure. (R. 70; U.67)

To pass the item S is expected to perform some creditable worthy form of entertainment such as reciting, singing, dramatizing, dancing or gymnastics. The purpose of such performance may be different such as edification of children of its own age, agressive-self-expression, as a self satisfying expression and the basic and elementary form of social-entertainment of elders. The performance must be appreciable and not only for unfair self-expression, sentimental or for merely "showing off". The performance may be individual or group performance. During the performances S should not harm the self or other persons or other environmental conditions. It needs no instructions from elders.

69. Helps in little household tasks. (R. 69; U.68)

Now the child is taking interest in more purposeful activity than mere play. It is simple task in nature but the child requires more complex co-ordination and indicates
increasing sense of responsibility. This item will serve as the basal item in the direction of future occupation.

S is expected here to help the other persons in the family, for example; it may call the suggested person, feeding the dog, may pour the water for the domestic cattles, may bring the needed object, may help in clearing the table, may place the shoes or newspaper in order. This item indicates that now child acts for others in more systematic way and as an assistant. It may help on request, by suggestion or expectation or by insight or spontaneity. It works with its own responsibility without any harm to self or others.

It should work successfully and should not escape from it. It may do it very regularly or occasionally. This work should not be so hard. It should just like a playful activity.

70. Anticipates immediate happenings. (R. 71; U. 66)

To anticipate the resultant effect of a particular event or to anticipate the effect by chronological continuation is logical competence but this competence is largely applicable to our social life and that way it is social competence.

To pass the item S is expected to anticipate the happenings of near future. It should infer that what can be the consequence of a particular event. For example, it should anticipate bleeding as a result of a severe cut on
finger by a knife or blade. It must understand the chronological continuity of the events in terms of "cause" and "effect".

71. Does not cry if adults are not present when it gets up. (R. 68; U. 74)

Generally during early infancy, child requires the presence of an attendant when it gets up. If it does not see anybody it cries and shouts. But gradually it becomes free from such tendency. Instead of crying it may go to the other's room, may wake up and play at the same place, may wait for attendant, may start the morning routine work spontaneously or may call other person to help it. To satisfy the item S is expected to become free from the tendency of having the attendant with in the morning when it gets up.

72. Likes to visit relatives (R. 73; U. 71)

To create intimacy and to expand the social horizon, the child is expected to visit the relatives. It should not avoid meeting them. It should not feel shy and hesitant in meeting them. On the contrary S should remind the parents to invite them or to visit them reciprocally or initiatively. It should be pleasant for it and it should enjoy visiting them. This tendency seems to be a base of social relationship and it is remarkable indication of willingness in social contacts.

To satisfy the item S is expected to show pleasant expression while visiting the relatives. The pleasant attitude towards such visits should be detectable. It may remind
the parents to invite or to visit particular relative. It may enjoy the conversation and talk. The hesitation, unwilling expressions or escapism from such visits should be considered as discredit for scoring purpose.

73. Cares for self at toilet. (R. 74, U. 72)

This item is a basic item for selfhelp general-type of behaviour. The degree of success in this behaviour forms some characteristics in personality. Freud had emphasised healthy toilet-training for proper integration of personality. He looked upon toilet-training as an important factor in the development of the personality of the child. It may affect the social reactiveness and especially it may help aggressiveness to develop. This way this is a soci ally significant achievement in behaviour. It is a step forward on the way of independence as well as the sense of personal responsibility. To clean the toilet shows one's responsibility and regard for others. Merely attending the need is not sufficient. The social manners and socially accepted way to fulfil the need with adequate sense of responsibility is important.

This behaviour is an extension of the item No. 49, (U. 48, R. 51), "Asks to go to toilet". Here the child is expected to take complete care of itself during toilets. It should not depend upon other persons for anything related to toilets. It should not require any assistance in the attending the eliminative needs. It may take the help
in the fastening and unfastening the back buttons, or other difficult fasteners. But it should be able to remove the necessary clothes. It should clean itself including hands as well as the place of elimination. It must be able to use flash or any other way of cleaning the place. S should not require follow up and should be relatively free from night accidents.

74. Washes face unassisted. (R. 72; U. 76)

This item expects the S washing the face without any assistance from elders. To wash the face is more difficult than to wash the hands. The facial geography, details of parts and the location of face on body make it more difficult. S cannot see the face directly, while it can see the hands and feet. This is the point to be noted.

To pass the item S should wash the face with soap or similar cleanser with the purpose of cleaning it. It also should dry it with its towel. It should not spoil the soap or spill the water on the body or clothes. It should do it with adequate neatness. Water supply and soap should be available. It should clean and dry the ears and the part behind the ears. It may be instructed to wash but it needs no supervision and frequent reminder.

75. Eats without spilling on body or clothes. (R. 77, U. 70)

After becoming independent in eating the child is expected to eat with considerable neatness. It should not spill the food on the clothes or on the body. It may not have adequate table manners but at least should not make a dirty
and ugly appearance by spilling the food on the clothes. In some families the children have to take food with little or no clothes on the body because of their frequent spilling. To satisfy the item the S with the dress on should habitually take the food. To eat with considerable cleanliness is essential for effective social relationships during childhood. Spilling may be occasional when child's hands are damaged or the food is not placed at convenient place or during journey in trains or buses. Achievement of such behaviour may encourage the parents to take the child to places of eating where meals are taken in the presence of other persons like dinner parties, Meals, Restaurant etc.

76. Gets drink unassisted during night. ( R. 75, U. 80 )

Independence in night activity comes later than that in day activity. To pass this item S is expected to get water by itself during night if it needs. To get the water during day-time is involved in this item, but it is rather more difficult to get it during night. The child is expected to be free from the fear of darkness. Water must have been placed at convenient place. The child is allowed to use torch or night lamp. It should not shout or cry for the water, but it should take the water with minimum noise and without giving any disturbance to other persons.

77. Distinguishes between "Good" and "Bad" behaviour of playmates. ( R. 76; U. 83 )

By gradual interaction child learns certain important concepts from society, child learns from society to decide what is "good" and "bad" behaviour. It is essential
for any individual to co-operate and give positive response for good behaviour and negative response for bad behaviour. By such conditioning, the child learns to develop the concept for good and bad behaviour.

To pass this item S is expected to be sensitive towards "goodness" and "badness". It is interested in evaluating the behaviour in terms of good and bad. In the beginning it just imitates the words, gradually it learns to associate the word with definite concept. It talks about good and bad behaviour of the friends and criticizes the bad behaviour. It may evaluate the friends or playmates on the basis of such concepts.

78. Likes to do things correctly as mother suggests. (R. 81; U. 81)

It is general human tendency to conform with the environment especially with social environment in usual and normal situations. The child begins this attitude from its mother. In the early life, the child expands its sphere around the mother and mother is the most influencing person. The child begins the conformity from its mother's desires and suggestions. It develops an attitude of correcting the behaviour as mother instructs or guides. The manner of correcting the behaviour creates some effect on child's attitude. If the mother will criticise its behaviour in very bitter and rough way it will resist her instruction. But important point is to decide whether it shows some positive attitude towards mother's instruction or not.
To pass the item S has to show positive attitude towards mother's instruction in modification of behaviour. To conform with mother in this respect along with actual modification in behaviour is really a significant aspect of social competence. S has to do this willingly and not by compulsion and force.

79. Cuts with scissors. (R. 87; U. 77)

To cut is destructive aspect of the activity. But in this item this destructive element is used in useful creative activity. It is a deliberate direction of destructive tendency into constructive channels. This is indication of child's awareness toward the hazardous instrument. It requires more specific use of fingers and required neat and minute coordination of fingers. It also includes the sense of responsibility and complex coordinated activity.

To satisfy the item S is expected to cut paper or cloth with scissors, whether purposefully or as a playful activity without harming or injuring itself or any other objects of the environment.

It requires direction in the beginning because it is a sharp instrument. It can easily harm the individual or the individual may harm the environment by misusing it. No constant supervision is required. The child should not cut the things which it should not. It should cut the papers or clothes specially kept it. In some families
the child is not allowed to use scissors. In such cases this item is not applicable.

80. Has an idea that death is related with sorrow: (R.80; U.82)

For proper socialization S is expected to know the general and universal phenomenon in social interpretation. Death is general and universal phenomena.

Here S is expected to form some objective concepts of death. It should know that it is sorrowful occurrence. It shows some sensitivity towards the death. It should not be neutral and apathetic at that event. It should give different reaction to the death. It is here expected to show some definite concept of death as it is expected from adult. But it should know that this is sorrowful occurrence within social environment. This is something different than merely informative aspect.

81. Repeats prayer or song. (R. 86; U. 75)

Prayer is leading form of our religious attitude. To participate in prayer may be the first noticeable point of individual's positive attitude towards religion. Co-operation and participation in prayer is a significant point as it indicates the conformity with social norms. It indicates the difficult use of language.

To pass the item S is expected to participate in group prayer and should repeat it at home. It may learn the prayer from temple or from grand parents. It should repeat it. S may not be able to repeat the complete prayer, but a systematic stanza is expected here. Linguistic or musical
aspect of the prayer is not important as the attitude of the memorizing prayer is. Prayer should be done very frequently. The child is not expected here to understand the religious significance of prayer but should consider it as group activity.

82. Cuts solid food into pieces of proper mouthful size unassisted (R. 78; U. 85)

When the child begins to eat it is generally served the food in small pieces. It is still not mature to cut the food with its fingers and thumbs itself but with increasing maturity and opportunities it learns to cut solid food into pieces unaided. It may use the knife or may prepare it by manipulative organisation of fingers and thumbs.

To pass the item S is expected to prepare the pieces of solid food and should pick up the mouthful of proper size. S is expected here to use only one hand in preparing the pieces by fingers and thumb and may use two hands in using western style of fork and knife. In rural families S may use two hands as their elders are using. The main consideration is the preparation of pieces in proper size as it is required for a mouthful. Too big mouthful should not be given the full a credit.

83. Dresses self except tying; (R. 79; U. 86)

This item expects considerable if not complete independence on the part of children in dressing. Dressing has high cultural influence as well as social significance.
Adequate competence in dressing is needed for successful social life. This item is showing considerable individual differences, because of variation in types of dresses used in different families and in different social groups and sub-groups.

The item emphasises routine usual dressing. S should dress itself without supervision and occasional reminder. It may get little help in tying. It should put on its own underclothing as well as outer clothing. It may take the help in exceptional complicated dresses or occasional dressing for marriage parties. It must be fully trusted for its school uniform (except tie) and its household dresses and gowns.

84. **Fellows simple rules of discipline** (R. 88; U.79)

For smooth interaction, society expects some definite degree of control over individual behaviour. This control is being achieved by following the rules of discipline in desired way. From the early life these rules become applicable to the child in milder form. In family, the child may expect some special facilities or special consideration, but at school it is expected to behave in certain way as other children behave. It is treated as other children are being treated. In such situation the child is expected to know such norms of behaviour and should follow it.

To pass the item S is expected to follow the rules
or norms which are introduced to it. It should not show any unwilling attitude, undue resistance or reluctance in reaction to such rules. The rules may be very simple such as to follow the Q. for getting something, to use suggested staircase to go upstairs and to use another suggested staircase to go downstairs etc.

85. Uses table-knife or Spoon for spreading butter or ghee.

This item is the beginning of self-help at meals. Now the child does not have only that food which is provided to it and which is well prepared. But it begins to serve and prepare either for the self or for others. Instead of having the food as it is, it is expected to make it in proper condition. This way child learns to have its food in more polished and socially accepted ways. It also includes proper handling of objects. Spoon and edible solid substance both require different ways of grasping and holding the objects. It handles more neatly because it should not spill or spoil any of the required objects.

To pass this item S has to spread butter on bread by knife or to spread ghee on chapati with spoon. It should know that particular food should not be taken without such substance. In the case of extremely lower socio-economic level S may use any other equivalent substance. It should use knife or spoon without any harm and should
not spoil the substance. The use of table knife is more hazardous than the use of spoon. But here we are concerned with the use of an instrument for this activity. From this point of view the handling of both the instruments is the same. It should handle it efficiently and successfully.

86. Can start own morning routine work unaided. (R. 83; U. 91)

To pass the item S is expected to start the morning routine without waiting for anybody. Now it does not require any help in starting the activities of the day. The materials may be provided or may be placed at convenient place, so that the child can take it easily. It may not be able to finish all morning routine but it should start it. Generally cleaning the teeth, tongue and mouth is included here. The medium of cleaning may vary with sub-cultures. Generally in city life brush and paste is used. It may use any kind of tooth powder. It should clean the face including eyes and ears. It should not create any hazardous situation and fulfil the performance without reminder.

87. Does not require all mother's attention though the child likes her presence. (R. 84; U. 92)

The child generally likes mother's presence all the time. But it is its emotional need rather than the real need. The child may, more or less depend upon mother but at certain age level it does not require mother's attention
all the time. Mere presence of mother may encourage it to occupy the self in playing around its mother. It drinks water itself even mother is available there. It can continue the activities in the absence of mother also. It means now mother can leave it for few hours with other children.

To pass the item S should be free from the tendency of requiring mothers presence throughout the day.

88. **Likes to help the teacher in tasks.** (R. 99; U. 78)

"In group " concept now expands up to "my teacher", "my school ", etc. Child now likes to help the teacher. It likes and attempts to do some thing for teacher, such as bringing water for the teacher or helping in collection or distribution of notes or books. It should do it without suggestion or demand. It understands the teacher's needs. It may bring a flower for teacher from home. Now teacher becomes the centre of the child's world. The nature of help may be very simple. To pass the item child needs not any hint or reminder but it should do it spontaneously and on its own initiative. The willingness and attempt to help is main emphasis than the success in such work. In the case of lack of opportunity it should be considered under the title"No" for scoring purpose.

89. **Has strong feelings for its own creation.** (R. 85; U. 94)

The child is expected to show some feelings for its own creation. It is assumed that to encourage and develop the creative work it is essential to associate the work with feelings. S should not be flat and too mild in reaction.
when some one destroys or harms its creation. It must have
the feeling of oneness with its own creation. The identification with own work may result in the identification with persons. This feeling is essential to develop "in group" feeling within individual's social life. If it is flat in this respect it will not be able to develop strong "in-group" feeling. This feeling generally develops around the feeling of "I" and "my".

The creation may be in various forms such as written page, drawing, well arranged set of toys, creation of group formation or even a small heap of sand in the playground. It is expected here to express unwillingness when some one destroys its creation; instead of being indifferent to that event.

90. Uses knife for cutting. (R. 89, U. 96) Use of sharp tools requires more skilful application than that of ordinary simple tools. The use of knife for cutting requires skilful manipulation of muscles of hands and fingers. By cutting behaviour child places itself in more hazardous situation. Cutting in its random use becomes destructive activity. But purposeful use of cutting behaviour is a creative aspect. Child is now expected to involve in such a purposeful and helpful activity.

To pass the item S is expected to cut some soft substances such as vegetable, fruit, etc. The behaviour must be purposeful and should be performed with adequate
sense of responsibility. The use of cutting behaviour must be done for creative purpose rather than for random destructive purpose. The child should not harm the self or any part of the environment.

91. Can play competitive games. (R. 95; U. 87)

Competition is unavoidable aspect of modern society. As the society becomes individualistic the importance of competition increases gradually. The children learns this form of interaction through their playing activities and may transfer this acquired form of behaviour to the real life situation. Here S is expected to participate in the competitive situations spontaneously, to make a serious effort to win the situation and to tolerate moderately the success as well as failure gracefully. S may begin with the competitive games, the total series of such developmental direction can be accomplished.

To pass the item S is expected to participate in the games which requires competitive interaction among the players. The game must be well organized and must introduce simple rules to form the playful situation. The nature of such games include: jumping ropes, playing marbles, statue etc. From co-operative games the child develops its interest towards competitive games.

92. Aware of the own race and caste. (R. 90, U. 98)

Whether the caste system is good or bad and desirable or undesirable is a different question. It is
emphasized here that the child should know what is going on in the society and it should grasp the social pattern. It should here know its own caste and race along with its status in the given cultural pattern. It is a part of social awareness in our culture. It also makes clearer the "self perception". This awareness helps in conforming with the society as well as in understanding the social pattern and for social development. Understanding the social pattern is essential.

To pass the item S is expected to know about its own caste and race and its status in society. It may express verbally if it is being asked or it may show it in its behaviour, in its talking or in its social relationship with others.

Can 93. **plays successfully with the children of both the sexes.** (R. 94, U. 97)

Social maturity includes smooth interaction with social environment and social environment includes the people of both the sexes, male and female. The S may be male or female but to pass the item, it is expected to play with or meet the group of same sex as well as with the group of other sex. In social life S has to deal with male as well as female. It should deal successfully when an occasion arises to do so. It should not escape from the situation when it has to meet with a person of opposite sex. It is expected here to behave
very normally and usually without heavy emotional tension or unfair expression.

94. Prints simple words. (R. 98, U. 95)

The performance depends largely upon the influence of family atmosphere, school atmosphere and depends upon the opportunities provided to the subject.

To satisfy the item S is writing simple words on the paper by pencil or crayon. It may write proper noun, its first name, or simple words. It may write spontaneously or by instruction. The number of the words are not important, but readable writing is given the importance. The performance of this item is limited to the literate social culture. Parents may be illiterate, the child must have started writing. In such culture this performance may be at later age than in the literate culture.

Can 95. be trusted with money. (R. 102, U. 93)

In our society money is given more importance, so careful and economical use of given money is a significant aspect of learning. This may be the beginning of Layman's or everyman's economy which is practicable at home. Money is significant medium to get any thing. Satisfaction of our social life is not possible without it. We do not get money as much as we want. The gap between demand and achievement always requires tactful handling and management of money. Even in the case of rich people this sense of planned economy is signifi-
From the very beginning the child is expected to be aware of possible temptations, careful use of money, and a definite degree of trustworthiness.

To satisfy the item S is expected to use money with relative sense of economy. It should spend money as it is directed. It should not be the victim of undesirable temptation. It should care for money. It is not expected here to make a change, but it is paying according to the instructions. It may not be able to handle more money, but it should given considerable amount such as one rupee or little more than this. Careful use of money is emphasized here.

96. Asks questions about the environment. (R. 96, U. 89)

This item is the indication of an attempt to understand the environment on the part of the child. Better understanding will lead to the smooth interaction with environment and smooth interaction may lead to satisfactory social adjustment. Thus the attempt to understand the environment is an essential social competence.

This item expects the child to become aware of the surroundings or social environment. By expressing such awareness the child is asking the questions about the current events, about main news of the day or may ask about persons around itself. Its interest must be concentrated at social environment or physical environ -
Questions asked may be very simple in nature but should be information. The family environment of the child must be taken into consideration. Since some families suppress child's asking questions while some not only satisfy the child's curiosity but encourage it. In the former type of family who suppress the child, scoring must be done in "NO" category.

97. Does unusual tasks after taking permission. (R. 97, U. 99)

It is required for successful social living to have a sense of adequate responsibility. It should let the elders know its whereabouts.

To satisfy the item S is expected to show some distinction between usual tasks and unusual tasks. The child is permitted for usual situations, while it is expected to take permission before it deals with unusual or strange situation. It should recognize the need for advice or direction from elders. For example it is usually permitted to go to school, but if it wants to visit its friend's home it should ask the parents before leaving the home. It should not go anywhere directly from the school without previous permission and should not trouble others.

98. Goes to school unattended. (R. 92, U. 103)

To pass the item, the child is expected to go to school or at other familiar places without attendant.
alone or with the friends of the same age. In short it should not have any elder with it. It is expected to assume its own responsibility in reaching the school and coming back to home. In case of children not going to school, this item is applicable for any of the familiar place, where the subject is going frequently.

The place may be relatively nearer but must be far from the neighbourhood. In the case of agricultural families the S may go to its farm or predestined place for conveying some message. It should be familiar with the road and must be acquainted with traffic regulations. It should cross the road carefully. Parents should not feel worried about their child. It is expected to have presence of mind when crossing the road or passing by the road. It should save itself from fast going vehicles. It should know how to travel by bus, if necessary. In the case of village situation it is expected to save itself from cattle and other animals. The difficulty value of the item may vary with the distance and location of school or any equivalent place. But the behaviour should be included in the life as a routine work rather than mere occasional performance.

99. Likes to teach younger siblings. (R. 100, U. 100)

The child gradually becomes independent and likes to help others. It is really a significant social competence.
To fulfil the item S is expected to help and teach the younger siblings whatever it knows and whatever it has achieved. What is taught is not so much important, as the tendency to help and teach. It may not be helping other children outside the family. Its "ingroup" concept is still limited to the family. So it may only help the siblings or any other children within the family. It may teach how to dry the hands, or how to get water without spilling it. This item shows that the "co-operation" takes place spontaneously in the behaviour of child as a basic essential of successful social life. It also indicates the beginning of role playing and active and contributing participation in social interaction. To contribute to society is a sign of achievement of social maturity. This behaviour should take place spontaneously or it may be the effect or result of previous suggestions from the parents to help the youngers.

100. Bathes self assisted. (R. 93 ,U.106)

To be an effective social stimulus, cleanliness of body is essential part of our personality. In Gujarati culture everyday bathing is accepted. For considerable cleanliness such details in bathing process must be included during childhood.

To pass the item S is expected to clean the body by itself with little assistance from any other person. Mere-ly pouring the water on the body is not considered as bathing. It includes the detailed process of bathing.
It should take its bath without creating any hazard. It should use soap or any other cleanser. It should be provided sufficient hot water, cold water, tub, shower soap, towel, mug and any other necessary things. It is expected to clean all the parts of the body except the back and hair. It should take its daily bath. It may be bathed once a week or twice a month by elders. It takes its bath under the supervision and instructions by the elders. It may need reminder.


To satisfy the item child is drawing the recognizable outline of familiar objects on the paper or other sheet by crayon or pencil. The use of water colour is more appreciable performance. After this performance it need not follow up and cleaning up. It holds the responsibility. It should draw it on the special sheet or paper given to it. It should not do so on the wall or on other pages of books. Thus it should not destroy or create some undesired use of objects in the given environment. The figure it draws should be recognizable.

In the case of lower families the child may be using sand, wet sand or any other material equivalent to this item.

102. Goes to bed unassisted. (R. 91, U. 112)

Voluntary social isolation is an essential aspect of social maturation which is generally achieved through
independence in sleeping. This isolation should not be abrupt and unwilling. It should be smooth and unassisted. In the early childhood the adults help the child in achieving such state of mind. But gradually, as in other aspects of behaviour, child learns to isolate smoothly and independently from social situation. It goes to bed alone and prepares itself for sleeping.

To pass the item S should go to sleep without any unfair expression of unwillingness. It should not delay in going to sleep unless there are sufficient reasons for it. Parents may remind that it is time for sleeping but in actual preparation, child should not be given any assistance. The preparation varies with cultural conditions, socio-economic level and style of living of that particular family. But it requires three types of preparations:

1. Preparation for toilets.
2. Change of dress i.e. undressing the self and to put on night dress.
3. Isolation from social situation and other activities and adjusting the self for lonely situation.

Bed and other needed materials must be provided to the child. Child may be expected to brush the teeth, attend the toilet needs, to wash the hands, face and feet; to adjust the illumination by night lamp and check the bed. All the details are not applicable to all families. For scoring purpose it should be seen that child is expected to perform the details with which it is accustomed. The details of this item should be inter-
interpreted in terms of "family style of living". The details which are not applicable should not be considered in scoring.

The child may read the book, may play with the toy or may hear the music to divert its mind from social situation. For that, it should not be penalized for scoring. The distinction must be made between the actual assistance and the emotional need of the child. The child may need assurance for adequate attention from parents and may get the assistance during illness or any fearful situation. The child should not be penalized for all these requirements.

103. Has a favourite teacher (R. 109, U. 84)

This item indicates child's emotional attachment with the teacher. This is essential for socialization. At certain age-level, child's environment may be dominated by the teacher. The child evaluates its teacher according to its present level and identifies with him. For better socialization of an individual this becomes significant point.

To pass the item S is expected to form social relations with one of the teachers in its school. It should go frequently for guidance without unfair hesitation. This item signifies the effect of role of a teacher upon the child's socialization.
104. Refuses to eat until it is hungry enough (R.103, U.104)

This item indicates some sensible control over the eating behaviour. In early infancy, the child is given the food by planned schedule. Gradually, the mother becomes free from this responsibility and the child takes active participation in planning its own schedule. This is one more step towards independence in eating behaviour.

To pass the item S is expected to get control over "eating at any time". It should resist the call for eating and should not take anything until it is hungry enough. This is the basic step for looking after its own health. It should help the parent in preparing time schedule for its own diet.

105. Uses scooter or tricycle (R.112, U.102)

This is the beginning of risky activity with adequate accuracy and attentiveness.

This item expects the successful use of some locomotive play objects; such as scooter, playing car, tricycle or any other vehicles. It should move with such vehicle within the permitted area of neighbourhood. It should not go beyond this area. It may sometimes harm the self a little, but it should not require constant supervision. It may require intermittent watching. Anyhow, the child is expected to involve the self in hazardous play rather than the safe plays. Other equivalent form of such hazardous play may be included in the list, such as climbing the trees, skipping rope and use of play ground apparatus.
106. Believes that God is responsible for every thing.

( R. 107 , U. 101 )

The religious attitude is indicated by the achievement of such rational-faith in "God" or "Almighty". As it is mentioned in the definition of behavioural category religious faith and development is not directly related with social development. But religious development is main source to control the behaviour of the individual in our culture. As a tool of controlling the behaviour this item becomes the socially significant aspect of behaviour.

The item is being passed by the subject if it expresses its faith in its conversation and in its daily life. This is not very obvious but one can feel it by the general behavioural pattern of the individual. Such faith becomes detectable at certain occasions rather than in general daily routine. As faith is a latent aspect of human behaviour, it requires manifestation for the success of this item.

Can
107. retell a story correctly. ( R. 101 , U. 109 )

To retell the story, narration or a sentence requires accurate use of language. The language development is not our interest, but successful use of language development in social relationship is the main interest. But this item helps in knowing whether S can communicate properly or not. Effective communication is the Key in successful
social relations.

The degree of conceptual difference between the original story and the retold story indicates poor and ineffective communication. Less difference shows effective and better communication. The originality of the event and concepts used in it are more emphasized rather than the verbal expression of them. The understanding and reproducing of the social phenomenon as an event of the story is also emphasized.

108. Likes to be called by its own name. (R. 111, U. 107)

Generally the individual in its childhood is known and recognized by the name of its parent. Like this, it is a son of Mr. X. But as the 'self' develops, it likes to be called by its own name. It likes to create its own status. It dislikes the previous method of introduction. It likes to introduce the self by its own status and by its own name.

To pass the item S is expected to give some indications that S would like to be introduce by its own status. For example some body call it as Mr. X's son it will correct that my name is 'B' or it may give some hints regarding its disliking for such a system.

109. Has standard for 'goodness'. (R. 104, U. 113)

After developing 'bad' and 'good', the child generally develops and forms some 'image' for goodness. It may form the image from the individuals associated with it.
It accepts a "model" from those individuals and forms the image around this model. Here the child is expected to show a certain standard of goodness or it should describe what it means by good person, if asked. Its image and standards may not be so clear and sharp. But it should show some approximate concept nearer to "real" than "fanciful". It may be little colourful but it should not be so fanciful.

110. Waits at dinner for dishes. (R. 105, U. 11.)

In early life child do not have any sensitivity toward social situation, because at birth it is asocial. Gradually it learns to be aware of the presence of other persons and that way it learns to react the social situation in appropriate and socially acceptable way. In its eating behaviour it is expected to learn some table-manners and some traditions at dinner. Eating is personal behaviour but for the human beings it has become a social behaviour.

To pass this item S is expected to wait for other persons with adequate patience before starting dinner or meals. It should not cry or should not start eating till the dishes properly and completely served. It should not show any restlessness or any unwilling expressions on the face. It may sit quietly and show its "waiting behaviour". This seems to be a beginning of "patience" which is very important aspect of social life, as a self directive behaviour.
111. **Does not escape from social situation.** *(R.106, U.115)*

To pass the item **S** is expected to participate in considerably simple social situations. It should not try to escape or withdraw the self from such situations. During early childhood, a child shows the withdrawal and escapism. It does not co-operate in treating the guest but gradually the child becomes free from such tendencies. **S** is expected to be free from this escaping behaviour. It should show the spontaneous interest in meeting the persons. Social situation here means to involve the self in social interaction smoothly.

112. **Father is given the same importance as mother.** *(R. 110, U. 117)*

Mother is the centre of child's activity. The child gives importance to mother, not to the father in early years. Gradually it understands that father is also an intimate person. It understands the role of father and his status. Then it will identify with father. Now it will give as much importance to father as it was given to mother. Now father will take mother's place and will dominate child's environment. The child will ask the question to father. It will take its lunch with father and will imitate his role in playful activity. These and some more points may indicate this change which is absolutely desirable in child's development.

To pass the item the child is expected to pass some time with father and should talk with him. **S** should ask
the questions to father when it needs. Gradually father takes the place of mother. The child seeks information from father, asks for guidance and prefers father for such activity as a participant. It means only mother's participation is not sufficient, it needs father's too. This is not mere displacement but inclusiveness of mother's importance with father's importance.


This item indicates more harmonious and integrated behaviour of the subject within the group. It is also significant because it introduces some rules and that way it controls individual's behaviour as a part of its socialization. Here individual's socializing aspect is more significant than the process of mere occupational playful activity. It includes co-operation in taking turns to play, awareness of goal as a purposive activity, following the general rules, using judgements on one hand and friendly rivalry or competition on the other hand. This item shows proper balance between co-operation and competition.

In this item S is expected to engage the self in still more difficult games containing some more specific laws of playing. The pattern of such games is more complex. Instead of the games involving mere physiological movements, these games are more psychological and social. It involves more mental activity.
These games are the table games such as carrom, playing cards or some other simple table games, having some fast rules. It is a group play.

114. Uses pencil for writing. (R. 120, U. 105)

The development of communication by writing is somewhat more difficult than by speaking. The effective writing is an essential aspect in modern literate society.

To satisfy the item S is expected to write some sentence or a paragraph on the paper with pencil or pen. It may write with its own initiative or by dictation, but not by copy. The spelling must be correct and the sentences must be arranged in grammatical structure. Some words must be containing three to five letters. The neatness of writing is given full credit. The handwritings must be readable. The use of pencil for drawing precedes the use for writing. It seems reverse to the general belief. This item is an advance stage of drawing.

115. Modifies its behaviour as suggested by the teacher.

(R. 116, U. 111)

The child gives some importance to teacher's suggestion and likes to modify or correct its behaviour. It accepts the teacher as an authority and likes to conform with his demands.

The difficulty with this item is that in Gujarati culture every child is not going to school. But it is applicable to the subject who has joined the school. To pass the item S is expected to be sensitive to some extent to teachers' suggestion by modifying the behaviour.
Instead of resisting the teacher's suggestion, the child should cooperate. Free discussion and asking the question is not considered as demerits for scoring. The positive attitude towards teacher's suggestion is important.

116. Asks questions about God's whereabouts. (R.113, U.120)

The belief and faith in God seems to be a leading environmental aspect especially in Indian culture. To get control over social and personal behaviour, religious and spiritual development plays the major role. Even though the faith in God is not at all related directly with social competence but indirectly it helps in socialization process. Hence mere awareness of, if not faith towards the concept of God is considered essential point here.

To pass the item, child is expected to show some awareness towards God by asking the questions such as where is the God, where does he live, why he is not visible and so on.

117. Gives emotional response to the idea of death. (R.114, U.121)

The child is expected here to associate and respond to the emotion with death. Now it does not simply know about the sorrow and death, but now it usually involves it with occurrence, and understands its meaning and seriousness. It distinguishes the emotional reactions to the death of different types of people. In short it now understands and follows the social significance associated with the problem.
of death. This requires actual involvement in such social phenomenon.

The use of Language is a way of communication. Generally, the child attends hearing a person who is within the field of its visual area. Gradually, it attends the person talking with it from another room. The Radio provides an opportunity to develop the attention required in social communication. It reacts the voice or a talk of a person who is beyond its visual field. Here the social interaction is one-sided.

To pass the item S is expected to follow and enjoy the radio music and speeches. It should understand children programmes, stories or simple drama. It may not be able to understand the whole of the content, but it must understand something of it. It must follow and enjoy the children programmes with adequate level of understanding.

In our country, people are suffering from the misconceptions that more and more food makes the man more healthy. The another misconception is that the satiated child will not touch the food even if it is served. But the individual should not have more food in mere quantity. One must control the amount of food. This control
must be spontaneous. In the earlier years of life this control may be governed by adults but ultimately it should be governed by the self as early as possible. This is the beginning step in self direction. S begins to take care of its own health. Refusing food after satiation shows freedom from both these misconceptions mentioned above.

To satisfy the item S is expected to control its diet spontaneously. After taking adequate, usual food it should stop and should not take anything even though the dish is so attractive and delicious. In this matter the child should not be dependent upon parents or other adults for any direction or hint to stop eating. In the social situation S may take slightly more than usual, but at home in its daily food S is expected to control. It may refuse by facial expression, gesture or by verbal expression, but it should refuse it gracefully and in a socially desirable and acceptable way.

120. Is interested in social play. (R. 118, U.119)

Socialization takes place through the play. Social play is observable reflection of child's social interest. In some children this interest develops earlier and some are not so much interested in it. In house keeping play or any other social play just as school play, war play or other occupational play, child is trying to imitate the role of a mother, father, younger brother or sister, teacher, police-man, soldier or post-man. This awareness towards various role playing is the indication of child's social interest.
S is expected here to involve for half an hour or more in such plays. It may not play it daily, but occasionally or on holidays. Doll playing on the part of female is included in it. It must be aware of its role and significant function of that particular role, e.g. traffic Police controls the traffic, mother manages the house and rears the children, father earns for them, Post-man distributes the letters etc. Escapism from such playing situation or disliking the play must be considered as discredit in scoring purpose.

The ability to protect requires more confidence as well more integration of behaviour. To satisfy the item S is expected to attempt to protect the younger siblings from simple and relatively frequent hazardous situations. For example it may save its brother from the edge of bed or from a fire-place, or it may prevent him from approaching the animals, and so on. It is not required that all the time it should get success but serious attempt by the S must be taken into consideration for scoring purpose.

In this item S is expected to use rather than simply know the units of time. It should use the terms in appropriate reference, as well as it should utilize it in its daily life. It should know what are the days of holidays, what are the working days and which is
the day decided for weekly holiday. It also must be knowing that what are the sleeping hours, what are the working hours, what is the time to go to school and at what time it has to leave the home for school, at what time it is given the recess and so on. It should know approximately about the vacations. It should not expect frequent reminder from the elders in the case of time except on occasional or unusual days.

123. **Is interested in causes of death.** (R.119, U.125)

Instead of mere general sensitivity toward the death, now S is expected to have interest in causes of death. If it knows somebody is dead, it asks the cause of death and expects particular, adequate answer. Now it knows some of the most common reasons for death such as aging process, disease, accident and so on. This item helps the individual in understanding the social phenomena. Death is not merely a biological or physiological event but it is generally viewed under the social frame of reference. S is expected to develop insight in this respect.

To pass the item the questions asked by S to know the reasons and nature of death should be considered. If it is not sensitive towards the causes it should not be given credit.

124. **Is aware of other's opinion about itself.** (R.123, U.124)

The child develops social awareness. In the earlier life, the child is not aware of other person's presence.
With the increasing age it becomes aware of the opinion of other persons regarding itself instead of its own opinion. It tries to know what people think of itself. It realizes the value of opinion of other persons. It may not believe it as a fact, but at least it should be sensitive to its own impression on others. This item is the indication of S's awareness in self-perception. S is here expected to be conscious about its impressions and opinions about itself. It is now interested in what the neighbours, teachers or other relatives think of itself. It will modify its perception about the "self". When the visitors talk about itself, it may become curious to know or it may ask directly to them, about itself.

To pass the item S is expected to show its curiosity about opinion of others about itself and show active attempt to create good impression or to modify its own behaviour which is being criticized by some one.

125. Has idea of God as a creator of world. (R.126, U.122)

This item is indicative of moral and religious development. In the earlier life the individual is not steady in its thoughts and concepts. But gradually it develops the thoughts about the surrounding objects and then develops hypothetical concepts. Individuals think that the universe is not a machine. There is certain power that governs the universe. The thinking in this direction is
the beginning of religious faith. The faith in such concepts like God, nature or power may bring the individual towards the self control in his behaviour which is extremely essential for social development. In our society, self-control is developed through religious development.

To pass the item S is expected here to begin its faith in such power. It may label it as God, power or nature or anything else. But thinking in this direction is a topic of major interest. S may express this thought in its conversation, or may behave with this faith. If this faith is not fully expressed or informant is not fully expressed or informant is not sure of it, no credit should be given for this item.

126. Does its own routine work on reminder. (R.124, U.127)

The child gradually becomes independent in its routine work. But in early life it cannot do all these works spontaneously as occasion and situation wants it. It needs frequent reminder and direction regarding which work follows which. The child is here expected to do its ordinary and usual daily works such as brushing the teeth, washing the face, placing the books properly and giving the dresses for washing etc. But it needs some direction and reminder in doing so.

127. Prefers dresses according to weather (R.127, U.130)

Dressing behaviour requires some preference in selecting the dresses. In early childhood the child is being dressed
by its parents. Gradually it learns to dress itself according to the instruction of parents, or it wears the clothes given to it. Gradually child learns to select the dress.

To pass the item S is expected to understand the purpose of dressing. Protection is one of the major purpose, S is expected to select the dress by giving the preference on the basis of its suitability with seasonal changes in weather and not on the basis of mere show or decoration. Special distinction must be made in dressing during summer, and winter and monsoon. In the temperate regions such distinctions may not be so clear, but in Gujarat the seasonal differences in weather are sharp.

128. Mother-child relationship becomes more companionable, if permitted. (R. 134, U. 128)

Social relationship requires adequate social expression. This is more or less based upon how much expression is allowed by the family. Generally child is more expressive with mother than father in early childhood. The another notable point is that in the early part of life, child is more dependent on mother so mother-child relations are more active on the part of mother, but gradually child governs most of its behaviour and mother now becomes "equal". Now the child not only receives the suggestions from mother, but it also gives the suggestions to mother. This is the expectation to fulfil the item.
The nature of mother, the family, the status of mother and mother's attitudes towards the child will definitely affect the fulfilment of item. But as it is mentioned above, the effective expressiveness with mother and mutual exchange of suggestions and frank talk between them should be emphasised. For scoring purpose, the attitude of mother must be taken into consideration.

129. Does not run away if it takes the thing which should not take. (R. 156, U. 126)

Generally in our families, the child is given punishment if it is taking anything which is prohibited. Usually to escape from punishment, the child runs away from the situation or drops the things. At certain age level, the child develops social courage and stays there to confess the matter, and it prepares itself to face the punishment instead of running away from the situation.

The child is expected to be free from such "running away" behaviour and it confesses its mistakes. It should not blame other persons for its mistakes and should not involve destiny or inferior persons such as servant in its own mistakes. It confesses its misdeeds and is ready to accept the punishment.

To pass the item, the child is expected to be ready for punishment instead of escaping behaviour.

130. Combs or brushes hair. (R. 129, U. 134)

To pass this item, S is expected to comb or brush
the hair as a routine activity. It should comb the hair purposefully. Mere random playful activity with hair by comb is not considered to pass the item. S should take care of hair. It is not expected here to wash the hair, but it should oil the hair, and should comb them in acceptable order. It should do it usually as a part of its routine though it may require reminder or instruction. But occasional special hair dressing or artistic hair dressing at parties is not expected here. Girls require more difficult dressing. The dressing must be suitable as with bobbed hair, curly hair or long hair. It includes use of hair pins, buckles, ribbons, or any other suitable materials. It should not require reminder at every time. It includes placing back the comb at its original and suitable place, and clean the hair from comb if any, and throw them in basket or bucket kept for it or at any or at any decided place. It should not throw on the floor or the carpet or on the dressing table. So this associated responsibilities must be fulfilled by the subject.

131. Does routine household tasks. (R. 130, U. 135)

To pass this item S is expected to perform some household duties at home, not occasionally but as a routine work. The item is applicable to both the male and female subjects. The nature of the household task may differ but the difficulty value and the sense of responsibilities must be the same. The tasks are such as washing the dishes or other vessels, cleaning the drawing room, dusting, arranging the room, setting and clearing the table, preparing the bed,
serving at the table etc. The task should be simple and associated with daily life. It should be easy to perform. For the scoring purpose the neatness and cleanliness of performance should be considered. The task must be purposeful and need not checking frequently or "follow up" should not be needed. The child should not harm the self or physical or social environment. It may not be excused for frequent laziness, carelessness, incompetence, untidy performance and undependability in performing the task. Incentive and training may be used to modify the performance.


This item includes all the stages of bodily cleanliness. It includes the total responsibility in this respect. Bathing systems are different in different cultures. Generally bathing responsibility is emphasized more than the use of toilet material. The concept of " cleansing " differs. The child should clean the body in such a way that it should look clean.

To satisfy this item S is expected to take the bath independently. It should undress the self, wash each part of the body, clean it and dry it. It should not require any touching up. It should take water, soap, towel, dress and necessary clothes, mug, bucket and whatever other things are necessary to the activity. It should use all the material with full sense of responsibility and should place it back original place. It should not harm the body or
its part any way. It does not include washing and drying hair. But it includes cleaning all the parts of the body. It now needs no instructions supervision or checking up.


Generally, child prefers the playmates of its own age but as it grows it tries to develop faster and it likes to mix with elder persons. The competent child likes to play with elders and does not feel any inferiority or hesitation in mixing with them. If it prefers elder playmates it shows its advanced development in psychological abilities but it is also desirable from a social point of view to meet and enjoy with elder playmates. It may play cards or any other game or may even chit-chat or discuss. To pass the item S is expected to show interest in meeting and playing with the elder playmates. Tendency to prefer elder playmates is an indicator of the child's willingness which becomes progressively clearer as the child's social horizon expands.

134. Prepares and plans for immediate future. (R. 135, U. 129)

To utilize the time in purposeful activity is an important factor for life. This will allow the child to utilize its ability to plan as well as to develop the time-sense. This item indicates that now the child should not be dependent on elders for planning the leisure hours and it does not require any help, direction or reminder for such activities.
To pass this item S is expected to utilize its capacity to plan its activity in real life situation. It is not expected here to plan for distant future. But it should plan for its leisure hours. It should decide what it wants to do within these hours. Its plan must be approximately well-shaped and it should be practical. It should not plan ambitiously that it cannot be covered within given time limit. It also should be within the range of its abilities. There may be some difference between the amount and accuracy of plan and the actual performance, but the difference should not be too much. In this item S should be allowed to plan and perform. Occasional failure to perform according to plan should not be considered as a discredit.

135. Cayes for self at meals and dinner. (R. 133, U. 140)

This item expects every detail essential during meals or dinner. The child is expected to have adequate sense of cleanliness and neatness. It must have table manners, and self control. The child learns table discipline and social pattern in eating behaviour. Now it does not require any kind of instruction, suggestion or attention. It can handle all the details needed for the situations. It knows the customs and traditions of meals, breakfast and dinner or supper.

136. Understands the term "time" in various units of time. (R. 137, U. 133)

Understanding of "time" and development of time-
sense is related with the social development especially in modern living. To pass the item S is expected to know the concept of time in its various units such as a moment, seconds, minutes, hours, days, weeks, months, year and century etc. It may not be able to distinguish and know about all the units, but it should know at least some of them which are relevant to daily routine. It should use all these terms in its appropriate reference.

137. Shows control over emotional expression. (R.138, U.139)

To express the emotion by motor response is a socially influenced aspect of entire emotional experience. To shape the emotional expression with increasing age is one of the dimensions of emotional development. But it has great social significance. Our social relations are largely influenced by our reaction pattern.

To pass the item S is expected to be aware of social situation while expressing the emotions and should show inhibitory control over emotional expression. These expressions become more socially acceptable with increasing age. It may not be able to control completely all the emotions in all situations. But it should show some control over expression in special social situation such as the presence of guest. This is social awareness requiring a higher degree of integration in behaviour.


Generally children are playing together without being
aware of sex difference. But gradually because of awareness of their own sex they differ in their choice, selection and interest of the game. The child gradually tries to learn to play the role from other persons of the family and society. Girls identify with leading women and boys identify with leading men and they will imitate their roles. The homogenety in group play may be due to this difference in social interest and different successful role-playing may be the result of it.

The child is expected to play with the same sex group after successful playing in groups where no sex distinction is recognized. It should not be because of unfair shyness but should be a step of desirable direction in the development. This stage should come after heterogenous group play.

139. Disavows literal fairy tales. (R.142, U.141)

In the beginning, child's social organization and other related socially significant concepts are highly influenced by the anthropomorphic ideas and other holy tales. It also believes all phantastic tales. It personifies the objects. Sometimes it may talk with the nymph and ask her to bring the toys and sweets. But gradually it becomes free from such literal influence. It learns and forms realistic attitude towards the world's experiences. For successful social living such materialistic or realistic attitude is significant. The rate of such development affects the social adjustment of the indivi-
The child gradually develops social insight by leading its thinking from fancies to the fact. This ultimately leads the child to develop objective interpretation of experiences.

To pass the item S is expected to be free from the belief and influence of the literary characters such as nymph, fairy, "chandamama", giants or any other phantastic characters and it should turn to more realistic beliefs. Now the incentive like "chandamama will bring a teen of sweets for you" will create no effect on the subject. It must be able to understand that man can not fly like birds because men do not possess wings.

140. **Insists on honesty.** (R. 143, U. 143)

The child develops the concept of honesty. S is generally asked to be honest with other persons. At a certain age the level child insists on honesty and may remind the parents when it feels them to be dishonest and criticise the persons who are not honest in its sight. Concept of honesty may be rigid, relatively limited and traditional, but it should be sensitive towards dishonesty. It may be so strict in its criteria to distinguish between honest and dishonest behaviour. It behaves very honestly with others and expects honesty from others.
It is necessary for social development to know effective language and S should know "speaking". But it is equally a matter of learning and teaching "How to keep mum". The small child does not distinguish between what it should speak and what it should not. But with increasing age it should know where to stop, what to speak and what to keep secret.

To pass the items S is expected to understand the seriousness of family secrets and should "keep" it secret. It should not speak out it. Even though it is not instructed seriously, it should not be too expressive but should stop. The family does not require follow up where it goes. The family keeps the trust that it will not speak out certain things and will keep "their" secret.

To think in terms of "good" and "bad" is more or less associated with egoism, personal emotions and that way it is subjective thinking. But to think in the terms of "right" and "wrong" is task involving thinking and more or less rational than emotional. That may it is objective thinking. Child's interpretation of the persons and events needs to be developed from subjective to objective thinking.

To pass the item S is expected to evaluate the events in terms of right or wrong. It should understand that the things which we think 'good' may be "wrong" and the
things we may think to be "bad" may be right. Right things are not necessarily good and vice versa. The same is applicable to the terms bad and wrong.

143. Uses tools or utensils. (R. 428, U. 131)

To pass the item S is expected to fulfil the following things. It is using now the tools for some practical purposes or any other useful ways instead of random movement by it. It includes specific use of tools or utensils and the purposeful activity with hazardous instruments, such as screwdriver, hammer or some sewing utensils. It may be some cooking utensils. It is expected to do it purposefully to solve some practical difficulties or to create something without harming the self and the environment or other person. There may be cultural or sub-cultural difference in the work. There may be sex difference in the performance and type of work, but it should equal in difficulty value and it should fulfil the expectation described above. It needs not constant supervision. It may have guidance, instructions or advice but it should do it by oneself without the help from any one else.

144. Tells time to quarter hour. (R. 165, U. 132)

This item leads the child to real social life. Our society is time-oriented and time-centered. Urban culture may be more accurate in time sense than the rural culture. The agricultural families may be less accurate than the non-agricultural families. The difference in the given importance to time factor in real life varies in degrees with
different cultures. The child is here expected to be aware of time sense. This awareness will help the child generally in its later achievements in life. Its many functions, personal and social, will depend on the time sense. The needed accuracy varies with the cultures.

In this item, child is expected to read the watch or clock to the nearest quarter hour. It may not be so exact as minute but it must be knowing approximate time. It must also be knowing that 8 o'clock may be at morning and may be at evening, but it can't be at noon or afternoon. It is also expected to know the associations between daily routines and particular time. Instead of mere reading, it should understand the meaning of time and particular importance of time in our social life. Mere intellectual aspect is not sufficient for scoring purpose. This item expects something more than this i.e. social significance of this achievement. The next step to this item will be the usefulness and application of time-sense within real life situation. For the subjects of rural area, reading the time from the position of the Sun may lead to the success. They may be less accurate in telling the time than the subjects from urban area.

145. Makes minor purchases. (R.149 ,J.142 )

To satisfy the item S is expected to buy simple, small things without any supervision. It may be given the money, it
may collect it, save it from its allowance or gifts. It should bargain if necessary. It has to care for money. Here it is not directed by parents or elders, but it has to buy by its own initiative. It is selecting the gift or stationary or toilet articles. It should pay according to the correct price and should take the money back and should count the change.

146. Goes about home town freely. (R. 139, U.154)

This item includes almost all the series of locomotive activities. It expands S's geographical as well as the social environment. It indicates S's increasing sense of personal responsibility and freedom from dependence. Now S is no more a complete social burden, but now is trying to assume its own responsibility.

To pass the item the subject is expected to visit some attractive places in the home town or in suburban areas. It is responsible for itself from the moment it leaves the home to the moment it returns back. It should be knowing the route of the place from the home. The child decides the bus route or the way from home. The place may be familiar but it should not be the place of daily routine. It should be proportionately far from the home. S may go alone or with the friends of the same age but not with the elders persons who can take the responsibility of it. It is going about home town easily and frequently. It is expected to fulfil the item with its own responsibility.
The individual should know how to win as well as how to lose. It is sure that the individual does not win all the time. It has to face failure and frustrations. It is given expected to tolerate all these changes in circumstances. An attempt must be made to win the situation but if it cannot win, it should not blame other persons but it should tolerate the failure.

S is expected here to behave gracefully and tolerate naturally the failure in games. The child learns this through games. It should accept it and should be prepared to play again instead of escaping from playground. Discredit is given to one who blames others or who escapes from playground. It should not show any destructive effects of frustration and should learn from the failure. Whether S prepares itself again for the game or not after the experience of failure is to be emphasised here.

Books and newspapers are the major sources of information or knowledge in our culture. For successful social life these types of information are essential part of daily routine. The item emphasises upon the effective receptivity of the subject. It also leads the individual toward indirect and higher social interaction. In its broader definition reading is considered as social behaviour.
To satisfy the item S is expected to read with own initiative without any compulsion, instruction, supervision, direction or reminder on the part of the adults. The subject reads for its own pleasure. It is spontaneous and effective use of reading in daily life. This activity must be continued for at least quarter of an hour or more. The reading must be for own satisfaction. The matter of reading may be suggested by other persons but the activity must be arranged by own desire and convenience.

149. Selects dresses according to Occasion. (R. 146, U. 150)

Apart from protection the next important purpose of dressing is social by nature. Gradually child learns to select its own dresses for different situations. It learns that each dress can not be worn on all occasions. The dresses should be changed on different social situations. This item is indicative of social significance of dress.

To pass the item S is expected to identify the significance of particular social situation and should dress itself for participating in such situation. Here the subject is expected to select its own dress for various occasions. Parents may check the suitability of its selection. But it should not put on passively what is given by the parents but should actively select the dress suitable to particular situation. It should be noted for scoring purpose that its selection should be confirmed by the elders. It should also be considered that S should be given the freedom for such selection, otherwise it should be recorded in "NO" category.

This playful activity reflects individual's acceptance or rejection from its social groups. Sex difference may appear in selection of the play. This type of successful playing activity reveals definite stages of social maturation.

To satisfy the item S is expected to participate in some more difficult and well organized play activity. It may be group play or may be individual activity such as base-ball, foot-ball, basket-ball, Amali-pipali, (in village atmosphere) etc. The individual activity within the group such as fishing, swimming, hiking, hunting, or other athletic activity may be considered creditable for this item.

151. Has an idea about slow gradual process of origin and development of baby. (R. 147, U. 151)

The child's curiosity will lead it to observe specific situations and from such approximate and random experiences or rather by planned sex education it may be able to know something about the origin of baby and gradually it forms some more accurate associations and knows about the slow process of growth of the baby within the body of mother.

The child here is expected to know about this process. It may not be knowing all the details of origin but it should know that the baby develops within the body of mother. Its ideas may not be accurate but it should not believe the "Hospital" as the source of getting baby.
152. Begins to recognize that adults may know more than its does. (R. 150, U. 152)

The child

It begins to recognize that adults may know more than itself. In early childhood, it forms unreal and fanciful perception about itself. The child outgrows the concept of itself as being omniscient. It may believe itself a perfect "human" or may overestimate the self. It believes that it is knowing all the things in this world. After it begins to read it feels so generally. But gradually it develops its thinking and tries to think in the real way.

To recognize and confess that adults may know more than itself is a beginning of the factual thinking about itself. This way it corrects its "self perception".

To pass the item S is expected to free itself from the belief that it is knowing everything. As an indication of such achievement it begins to confess this fact and begins to ask about the information and other questions to the adults and believes them.

153. Accept the fact that its role is determined by its own abilities and limitations (R. 151, U. 153)

For actual and real self perception, this confession and acceptance is really very important. S should not rely upon a "golden moment" or a chance. S should not create too much faith in super human help in future. S must understand clearly that whatever it will get in its social status and role is merely the result of its ability and what is not achieved is the result of its limitation. It is not determined by "Third person" or
"Second person" but it is determined only by "First person" i.e. 'I'.

This perception will help in the formation of future planning. If S cannot accept the fact it cannot maintain its healthy social relations.

154. Does not like to be reminded by mother of itself as a small child. (R. & 145, U. 162)

The child wants to grow as earlier as possible. It generally likes to do the things by itself as far as its abilities and circumstances permit it. In our culture there is a tendency to help more and more even after it has mastered the task because they believe that the child is still a dependent one. But the adequately developed child will not tolerate to be dependent for long time. It will show its dislike for such attitudes.

To pass the item S is expected to express its dislike in the case of parent's over protection for example when the child is leaving the home to go to school, mother may instruct frequently for taking care while crossing the road. The child will express that "now I can do it well". When mother gives undue help it may oppose it.

155. Gradually becomes free from teacher's help in work and play. (R. 152, U. 155)

As means child in the earlier years of schooling is more dependent upon teachers in class work and in play-activity. But now it is expected to be free from this
dependence and should be independent in class work and play. It does not require frequent suggestions and check up from teacher for planning the activities. Now, teacher may act as a guide. This may vary with the different educational systems, but on the part of the child, it should be independent in the school activities.

156. Can criticize the self honestly. (R. 153, U. 156)

This item expects the child to evaluate its own behaviour and to be aware of it. It is easy to praise oneself than to criticize oneself. The child here is expected to analyse the situation and find out how much it is responsible for it. It should say that "It is my mistake", "I should not do so", "It happens because of me". This does not mean at all that all the time it should blame the self for any bad consequences but when it is responsible for it obviously, it must realize it. It should know its limitations.

This item allows the S to introspect the self in relation with others. On necessary occasion it should criticize the self without covering or colouring it with good excuses.

157. Accepts the fact that all people including itself will die. (R. 154, U. 157)

The child is expected to develop its faith in reality rather than in colourful fancies. It should know that there are certain laws of nature applicable to everybody.
No body is immortal. Every one has to die, including itself. This item indicates a child's step towards a realistic understanding of the world. It should accept it within the life situation and the observer should be able to know about such achievement, through conversation with the subject.

S should not believe the concept of "endless life."


Our culture puts emphasis upon the religious and spiritual development. The ultimate value of all the abilities and achievements is considered useful in spiritual development. Spiritual development is not directly or obviously related with social development. But the spiritual development leads to the individual from the egocentrism to altruism which seems to be the essential dimension of development. Spiritual development becomes obvious in later age but sensitivity towards such concepts may appear in childhood. This item indicates the beginning of this sensitivity. To pass the item S is expected to distinguish between the body and the soul. It should know that the body is visible, touchable and observable while the soul is invisible and unobservable. It should know that there is an element which governs the body.

159. Distinguishes between fast friend and playmates. (R. 158, U. 163)

Now it is expected to distinguish between 'friend' and "playmate" even though both the terms appear synonymous. There may be many playmates but only few of them can be friends. Friendship is rather more intimate and
long live than peer-group. It may invite its friend at home, may meet it frequently, while it only plays with peer-group. This gradually leads towards the formation of intimate relation with other persons.

Contemporaries

160. Opinions of peers becomes more important than of parents. (R. 167, U. 149)

In earlier life the child values mother's opinions. In middle years it values father's opinions and then it values the opinions of peers. These changes are important for child's normal social development. The child not only mixes and plays with peers but it gets the advantage of peers activity by group assertion of independence.

To satisfy the item S is expected to expand its social horizon and should mix with play-mates outside the family situation. Now it is not satisfied by the opinions of parents but tries to know the opinions of playmates. It feels that the opinion of peers is more important than that of parents. This does not mean that it ceases to trust the parents. For example parents purchase the dress for the child but unless the peers appreciate the dress as "good" it would not be satisfied.

161. Begins to accept jokes about itself. (R.163, U.160)

This item indicates the development of tolerance which is an essential factor in social maturity and
helps in formation of the pattern of social relationships.

Generally the child can not tolerate jokes about itself. It feels it too much. With increasing experience in social group it thinks that it is common and it begins to accept it lightly. It does not mean that it should not react or it should accept all the jokes or humour from any person. It is not expected to tolerate the inferior persons. In specific mood it may not tolerate but in usual and general situation it should not be irritated or it should not be much "touchy".

162. Likes to work and compete as a group member. (R. 164, U.164)

The individual rivalry and competitiveness now generally changes into group rivalry and group competitiveness. As the individual develops identification, it becomes more suitable for group life. It should mix with the group and should compete for co-operative group goal. This needs that it overcome its individual interests and it is desired by group-desire and group interests. Personal behaviour becomes more complex in group behaviour. It requires higher degree of harmony and integration in behaviour. This should be spontaneous. It should not be governed by force, by suggestion or strong instruction. S should show its willingness for this behaviour.

163. Does not cheat playmates to win the game. (R. 166, U.159)

In the earlier years of life, child may be interested
in the result and not in the process which leads to that result. It may cheat the playmates in a game to win it and may enjoy the game that way. But with increasing maturity it enjoys the process or method rather than mere result. It dislikes to win the game by their unfair means. It does not want to be dishonest with them but tries to test its own capacities and abilities and to get real victory over the situation. Now it can enjoy the game without cheating.

It is also possible that some children do not cheat from the very beginning because of inability or because of lack of courage. In this situation it is essential to check whether it does not want to cheat or it is not able to cheat. For social maturity this development is also essential to create healthy social structure and functions.

164. Is left alone to care for self or others. (R. 161, U. 166)

To satisfy the item S is expected to direct its behaviour in absence of guardians. It should do its own work or play without supervision. It is left at home or at work for an hour or more. It may be left to take care for ill persons, old persons or other younger children. So it is not only directing own behaviour but helping and looking after other children. It is now aware of its own needs and may be able to satisfy in usual circumstances. It also should be aware of the need of ill persons or olds. It is giving water, medicine, fruit, milk or napkin if they want. It is now feeding the
younger siblings but for this it might be instructed. Now it is not assisted by others but it can assist other persons and direct their behaviour. It may not be the part of its daily routine and may be doing it occasionally. For scoring purpose, occasional performance is considered sufficient.

165. Follows current events. (R. 157, U. 169)

The child begins to adopt the environment and develops very rapidly. To pass the item it is expected that the S should understand the simple current events in its social structure.

It should be aware of the elections in its city, in its country. It should also know something about the marriage ceremony in the family or in the neighbourhood. It should read newspapers, should participate in or merely attend some discussions regarding events in newspaper. Anyhow it should know what happens within its environment. This expands its environment. It may or may not know the details but it should know the event itself. It is expected to perform this.

166. Does small remunerative work. (R. 162, U. 167)

This item requires some more sense of responsibility than the previous item. To work simply is not the expectation but the merit of performance must be remunerative. The S should not require frequent checking up or follow up. It should do it daily without frequent reminders. It should have remunerative value.
To satisfy the item S is required to do small works accurately and with adequate competence which has some special merits. The performance of the work must be so accurate that one can pay some remuneration or other kind of reward. The work such as boot-polish, ironing or pressing the clothes, gardening, watering the plants, carrying the children, selling magazines etc. are the representative works.

Internalization of sex role is one of the leading aspects of social competence. Boys will try to fulfill and identify with father and girls will learn it from mother. To make a group with the parent of its sex will indicate the matter that the child is aware of its role. This is really a good indication that children of both the sexes have different models for their identification. This type of grouping makes sex-roles clear. Father-son may argue that female role is easier and male role is difficult. This type of discussions do not takes place in every family. Still some situations always arise in the family when these types of groups takes place. It also served as primary stage of group involvement on the part of the child. To pass the item, successful proper involvement in such grouping is essential.

The item indicates that the individual now interacts
with persons far from itself by writing communication. In reading, the subject is influenced by author but by writing a letter it initiates own interaction with others. It influences other persons and being influenced by others. This seems as a higher form of social communication.

For the scoring purpose S is expected to write short letters to its friends or to its relatives. It is not dependent on others for the content of the letter, drafting or formulating the content, material necessities, addressing and mailing the letter. It should prepare the letter-pad, fountain pen, etc. It should write correctly. Spelling mistakes and grammatical mistakes are to be considered as incompetence in letter-writing. The details included in the item is purposeful. It should convert its educational achievements to practical social usefulness. It writes with its own initiative or by mild suggestion.

169. Shows balance and determination in general behaviour.

The early years child generally shows imbalance and many variations in behaviour. Its behaviour does not show good harmony and organization. While social life is based on harmonious and organized behaviour. Gradually it learns to systematize the behaviour.

To pass the item S is expected to show relative balance in its total behavioural pattern. It becomes steady in its opinions and takes its own decision by using determination. It may not be so rational but it should not be
too emotional. Gradually its views become moderate and practical. Now it can tolerate bitter reality. It should not be dependent on others for minor decisions. It shows its selection and choice during marketing or shopping.

170. Does the own routine work without reminder? (R. 160, U. 170)

The independence gradually develops and now in this item child is expected to fulfill its daily tasks without reminder. This is one more step on the way of independence. In its daily work, it becomes free from the habit of "frequent reminders" from adults. It may need reminder in new or unusual situation but in usual routine it should not require reminder.

(iV) Analysis of data:

Informative responses of the respondent in terms of age were recorded on data-sheet. The total sample consists of 532 informants was classified on various principles such as (a) Rural and Urban groups on the basis of residential areas (b) illiterate, primary education, secondary education and Higher education group on the basis of parental education. (c) Lower, lower-middle, higher middle and higher class group on the basis of socio-economic class.

Percentiles were calculated for each item for total sample score as well as for each sample group formed on the basis of various principles described above. This...
calculation was made for the purpose of comparison among the different sample groups. On the basis of percentiles comparative graphs for total score, rural score and the urban score are drawn for each item.

$Q_1, Median$ and $Q_3$ were calculated for each item separately for each sample group as well as for total sample. The $Mdn$ was taken as age norm for that particular item. From $Q_1$ and $Q_3$ the quartile deviation i.e. $QD$ was calculated to show the normal age range during which the particular behaviour is expected to appear.

$CR$ i.e. critical ratio was calculated to know the significance of difference between Medians of the heterogeneous groups of sample i.e. Rural group and Urban group in each item. One tailed test was taken to know whether the difference in two medians is statistically significant or not. Items showing significant difference at .01 level between two Medians were considered for establishing the separate norms for both the rural and the urban residential area. Items having no significant difference between two medians were given the Median of the total sample as the norm. On the basis of these norms two separate scales were developed for the rural and the urban area.

The items were arranged in order of increasing age level, ranging from 0 to 10 years of age. This scale is a combination of year scale and point scale. Each item is given 1 point for scoring purpose. The scale is arranged on the year scale principle and it is to be administered on both the principles.